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ABSTRACT

Student performance on the 1983-84 Michigan Educational Assessment Program's social studies assessment test is examined. The purpose of the test was to collect statewide sample data on how well public school students in Michigan are learning, based on a selected set of social studies objectives. A random sample of each type of school community in Michigan was identified. From schools in these communities over 4,400 pupils in grades 4, 7, and 10 were selected for testing. With a few exceptions, attainment levels were low at each grade level. Sections noting highlights of the assessment by grade level and commenting on findings and implications are followed by the major portion of the report, which details objectives tested and assessment results. For each grade level the following information is presented: the attitude, knowledge, and skill objectives tested; a test item which illustrates how each objective was measured; the attainment rate; and recommendations for curriculum improvement. The appendices contain a fact sheet on the assessment, a list of districts tested, and an item and objective match and answer key for each test. (RM)

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1983 - 84

SOCIAL STUDIES EDUCATION

INTERPRETIVE REPORT

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INTRODUCTION

Purpose of This Social Studies Report

Simply stated, the purpose of this document is to report to appropriate audiences what a sample of Michigan students were asked to do on the 1983-84 Michigan Educational Assessment Program social studies assessment test and how well they fared. It is anticipated that these audiences will use this information as a part of a more comprehensive evaluation of their K-12 social studies program.

Four basic questions should be asked when reviewing this type of report.

1. How well did the students score?
2. Why were the scores what they were?
3. How do the scores of this sample compare to the scores of other tested populations?
4. Are there any implications for curriculum, for instruction, or for staff development?

Background of the MEAP

The Michigan Educational Assessment Program (MEAP) tests all 4th, 7th and 10th grade students annually in the areas of reading and mathematics. Other areas, such as social studies, have been sample-tested on a periodic basis. The MEAP tests provide information on what our students are learning and doing compared with what we want them to know and do.

In the early 1970s, referent groups were formed to develop performance expectations in the essential skills areas of art, career development, communications (reading, writing, listening and speaking), health, mathematics, music, physical education, science, social studies and foreign language. The groups were composed of local, state, and higher education curriculum specialists and teachers from throughout Michigan. Groups submitted draft objectives for statewide review by grade level commissions and the Elementary and Secondary Education Council. The final objectives for grades K-9 were approved and adopted by the State Board of Education. Objective-referenced tests were then developed by Michigan educators to measure student performance on the approved and adopted expectations.

Procedures Used to Develop the Social Studies Assessment Items

Upon approval of the performance objectives by the State Board of Education, the Michigan Department of Education (MDE) began developing test items to assess student needs relative to the objectives. First, classroom teachers, along with college and university subject area experts were identified to

serve as item writers. A technical support contractor was hired to edit the test items and produce final copy of validated tests.

In the fall of 1977, the MDE conducted pilot testing in social studies at the fourth and seventh grade levels. The pilot sites included every type of community and region from the large urban district of Detroit to Upper Peninsula rural districts. After the test had been administered, the MDE, with the assistance of the Michigan Council for the Social Studies, developed an interpretive report of the test results.

Then, the process of refinement began. The task of refining the objectives began in 1979 as a response to suggestions from social studies educators and various community groups. They had asked the MDE to clarify some of the original objectives and to address within the social studies context matters such as global, consumer, law related, multicultural, and environmental education.

A core committee of social studies educators worked with the Michigan Department of Education's social studies specialist to refine and expand upon the original objectives in response to the above suggestions. A large number of individuals from throughout Michigan participated in review sessions and provided comments and suggestions. Objectives were added, deleted or rewritten, based on suggestions from these sessions.

The Essential Performance Objectives for Social Studies, approved by the Michigan State Board of Education in January, 1982, is the end result of the objectives refinement. The objectives included are considered essential for all. However, many students, teachers, and schools should move beyond them to include additional objectives. Readers of the Essential Performance Objectives for Social Studies will find the objectives stated in broad terms. They are divided into three categories: Attitude, Knowledge, and Skill. The Objectives are also classified by grade level: K-3, 4-6, and 7-9.

Item writing for the current MEAP social studies assessment, administered in the fall of 1983, began in January, 1983. Michigan educators wrote most of the items for the objective-referenced tests. Items were also obtained from educators elsewhere and from the National Assessment of Educational Progress, pool of items. Michigan Department of Education content and measurement specialists did an initial screening to eliminate obviously inappropriate items. Then teams of Michigan educators, including teachers, administrators, content specialists, and measurement specialists reviewed each item to ascertain that it is a measure of the performance objective to which it is related; that it is an item which a student who has attained that objective can answer correctly, even if the student is a low achiever in reading; that it is free of any apparent racial-ethnic-cultural-sex bias; and, that it is free of any obvious psychometric problems.

Since human judgement of the real adequacy of test items is imperfect, tryout data are necessary. The first step in the tryout procedure was the administration of the developed items to a small group of students to obtain individual results. This was done in the spring of 1983. After the items had been administered and scored, they were again reviewed by a group of social studies educators and testing specialists. Among the things examined

by this group were whether all foils in an item were selected by some of the pilot group and whether or not there was something about the wording of the stem or the foils that gave the answer away or confused the student. This process produced a sizeable pool of usable items for each performance objective that had been selected for testing. From this pool of test items the current forms for grades four, seven, and ten were constructed.

Assessment Procedures

In the fall of 1983, a random sample of each type of school community in Michigan was selected for testing. The sample was drawn from thirty districts and included more than 4,400 pupils. Twelve elementary schools were tested at the 4th grade level, twelve middle/junior high schools tested their 7th grade students, and six high schools tested their 10th grade students. The schools selected for testing provided a representative coverage of the various geographic areas of Michigan as well as community type (urban, rural, suburban, exurban) within the geographic areas.

The students were tested during the fall of the 1983-84 school year as part of the regular MEAP testing period (September 12 - October 7, 1983). The appropriate form of the social studies items was added to the annual reading and math tests in the selected districts.

The results from the statewide random sample were reviewed in January, 1984, by a group of social studies educators, including some of the original group of item writers. This review group noted not only the achievement rate for each objective and item at the three grade levels, but looked particularly for implications for instruction, curriculum, and staff development.

The observations of this group have been compiled and constitute the core of this interpretive report.

Things to Keep in Mind When Interpreting Test Results

1. The objectives assessed by the tests are essential. However, these objectives do not cover the entire range of skills, knowledge and attitudes that educators would consider important in social studies at the beginning of fourth, seventh and tenth grades. In addition, local districts may have other important objectives which are unique to the local district.

2. Only selected objectives from the total set of essential objectives in social studies are tested. Therefore, educators should not assume that students have attained all essential objectives, even if they attained all objectives tested.

3. The essential objectives are a guide to expectations for student achievement. Some youngsters may not attain some of the objectives until later than may be the usual case. Individual student, school and community characteristics should be kept in mind when interpreting test results, e.g., a student may not be taught an objective until a later grade.

4. The tests indicate student knowledge of the law, but do not necessarily guarantee his or her practice of it. In other words, a student may indicate a correct attitude on a test but not necessarily practice it in social and political reality.

5. Low scores on the assessment tests are not necessarily an indication that a school or classroom is inefficient or uninspiring to students. Low scores are an indication that there are educational needs not being met. However, low scores do not say why these needs are not being met.

6. The social studies assessment is from a statistical sample of public school pupils across the state--not an every pupil test. Every geographic area and community type was sampled.

7. The social studies assessment is objective referenced--not norm referenced. Results should not be used to rank pupils, schools or districts.

8. Much social studies learning is enhanced and supported, and much is negated and nullified, by factors outside the schooling process.

9. The assessment is based on the State Board's approved essential objectives. A district's unique objectives are not measured by the Department's social studies test.

10. This report does not address psychometric concerns, such as: (a) To what degree did the test measure reading ability? (b) Was there a relationship between length of questions and results? (c) Did negatively worded stems have an effect on results? (d) Did the varying numbers of items (1-6) measuring different objectives affect the reliability of the results?

11. The criterion for determining objective attainment is a statistical operation. Local educators may feel that for some objectives the criterion is too high or too low.

The MEAP staff was cognizant of these factors as it guided the test writing and interpretation process. It is hoped that educators will find the results helpful as the work to improve their social studies program.

Future Plans for Assessing Social Studies

This report is but a step in the ongoing accountability process. Educators, at every level, should now analyze and evaluate their "delivery systems," and move to improve their social studies programs. Michigan Department of Education staff has resources to help Michigan educators do a more effective job of teaching social studies. Department of Education staff has already begun to develop plans for the next cycle of social studies assessment. During the 1984-85 school year, social studies curriculum and instructional improvement workshops will be conducted. The Department will provide assistance to districts which are attempting to improve their K-12 social studies programs.

In the 1984-85 and 1985-86 school years, the Essential Performance Objectives for Social Studies (1982 K-9 version) document will be revised. A working committee composed of representatives from various school districts and levels will: (1) consider suggestions from the 1983 assessment review committee and elsewhere; and (2) make appropriate changes in the revised document. The project will be directed jointly by Department staff and representatives from educational associations and institutions of higher education. It is anticipated that there will be no major changes in the existing document.

Where feasible, the revised document will include, beneath the recommended objectives, examples appropriate for the designated grade levels. Also, a twelfth goal (strand) will be added to the knowledge category. The currently recommended sequence for social studies will not be revised.

A second document entitled, Essential Goals and Objectives for Secondary Social Studies Education in Michigan will be available in December 1984.

Finally, in this regard, a social studies item/test assessment working committee will be established during the 1984-85 and 1985-86 school year to work on the development of items for use at the 4th, 7th, 10th and 12th grade levels.

It is the intention of the Department to use items from this development process in tests which would be administered at the 4th, 7th and 10th grade levels in the 1986-87 school year. Assessment items for grades 10-12 will be banked and made available to districts wishing to use them.

HIGHLIGHTS OF THE 1983-84 SOCIAL STUDIES ASSESSMENT

Grade Four

For all the attitude exercises, the average attainment rate was 63%. Students performed highest (73%) on positive self-concept and self-awareness items; and lowest (51%) on attitudes necessary for participation in society and government.

In the knowledge area, the average attainment rate was 64%, with students performing highest (87%) in understanding persistent global issues; and lowest (44%) in understanding the organization of human societies.

In the skill area, the average attainment rate was 40%, with students performing highest (56%) on choosing the appropriate sources of information; and lowest (16%) on identifying alternative courses of action.

More specifically, fourth graders did not perform well in terms of:

- -awareness of conflict between groups;
- -conflict resolution;
- -being objective and fair in regards to other cultures, racial and ethnic groups;
- -understanding of basic human needs;
- -identifying alternate courses of action; and
- -use of reference documents (maps, globes, almanacs and encyclopedias).

Grade Seven

For all the attitude exercises the average attainment rate was 70%. In the areas of sex equity and race relations, students very strongly indicated they were well aware of national laws and thus knew they were to respect them.

For all knowledge areas, the average attainment rate was 48%. Students did not score strongly in any areas.

For all the skill exercises the average attainment rate was 54%. In these exercises students were able to discern information on maps and graphs very favorably.

Seventh grade students did show a strong tendency toward an inability to:

- -give directions;
- -discern the function of rules in the community;
- -translate information from a chart;
- -draw conclusions from facts given;
- -understand the relationships between the location of human activities and the natural environment;
- -understand or use consumer/economics;
- -understand basic economic concepts; and
- -analyze information.

Grade Ten

In the attitude area, the average attainment rate was 55%; in the knowledge area, the average attainment rate was 44%; and in the skill area, the average attainment rate was also 44%.

In some areas student performance was encouraging. For example, more than 80% of student responses endorsed open opportunity in political and economic life, whatever people's religion, race, sex, or ethnic background. Some 80% of students reported a comfortable acceptance and pride in their own family and ethnic background. Some 70% recognize that higher prices for oil make products cost more. Another 62% realize that the income tax is the main source of federal revenue. Some 65% recognize the legal requirements for voting.

On the other hand less than half of the tenth graders were able to:

-identify how many Senators each state has;
-identify renewable and non-renewable resources;
-knew that slaves in the United States were considered property;
-locate Japan on a world map; and
-recognize a set of common stereotypes.

The results are presented by category and goal (strand) on two charts. The purpose of the charts is to summarize the findings, and display them in an easily understood manner. The charts should prove useful in reviewing the overall student achievement for the attitude, knowledge and skill areas. The charts should not be used to compare grade-to-grade achievement, since the objectives and items within each goal (strand) are not the same from one grade to the other.

Chart 1 shows the average objective attainment rate by category (Attitude, Knowledge, and Skill) for grades 4, 7 and 10.

Chart 2 shows the average attainment rate for each social studies goal (strand) tested in grades 4, 7 and 10. Within each goal attainment bar, the number of objectives and test items measuring that goal are presented.

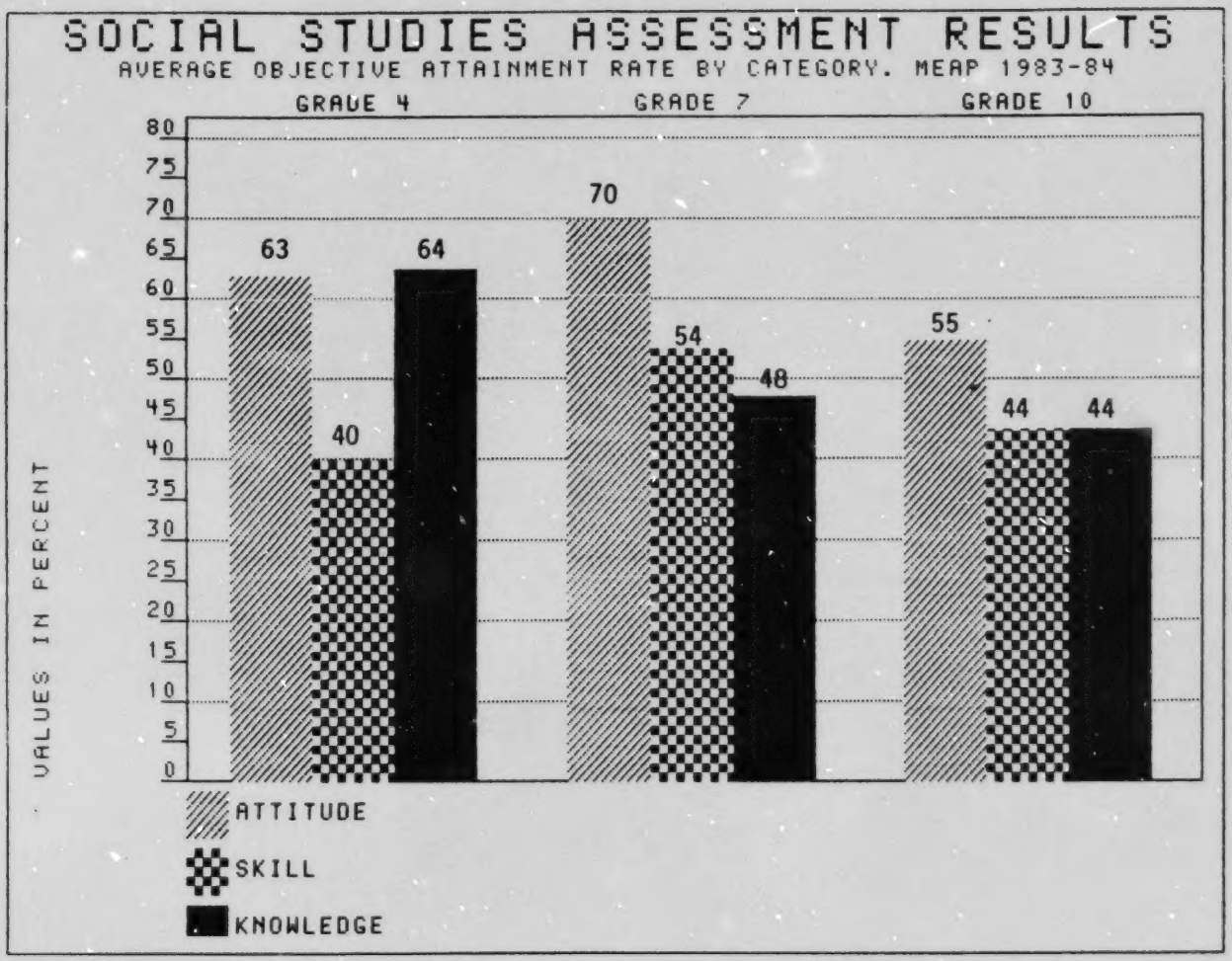
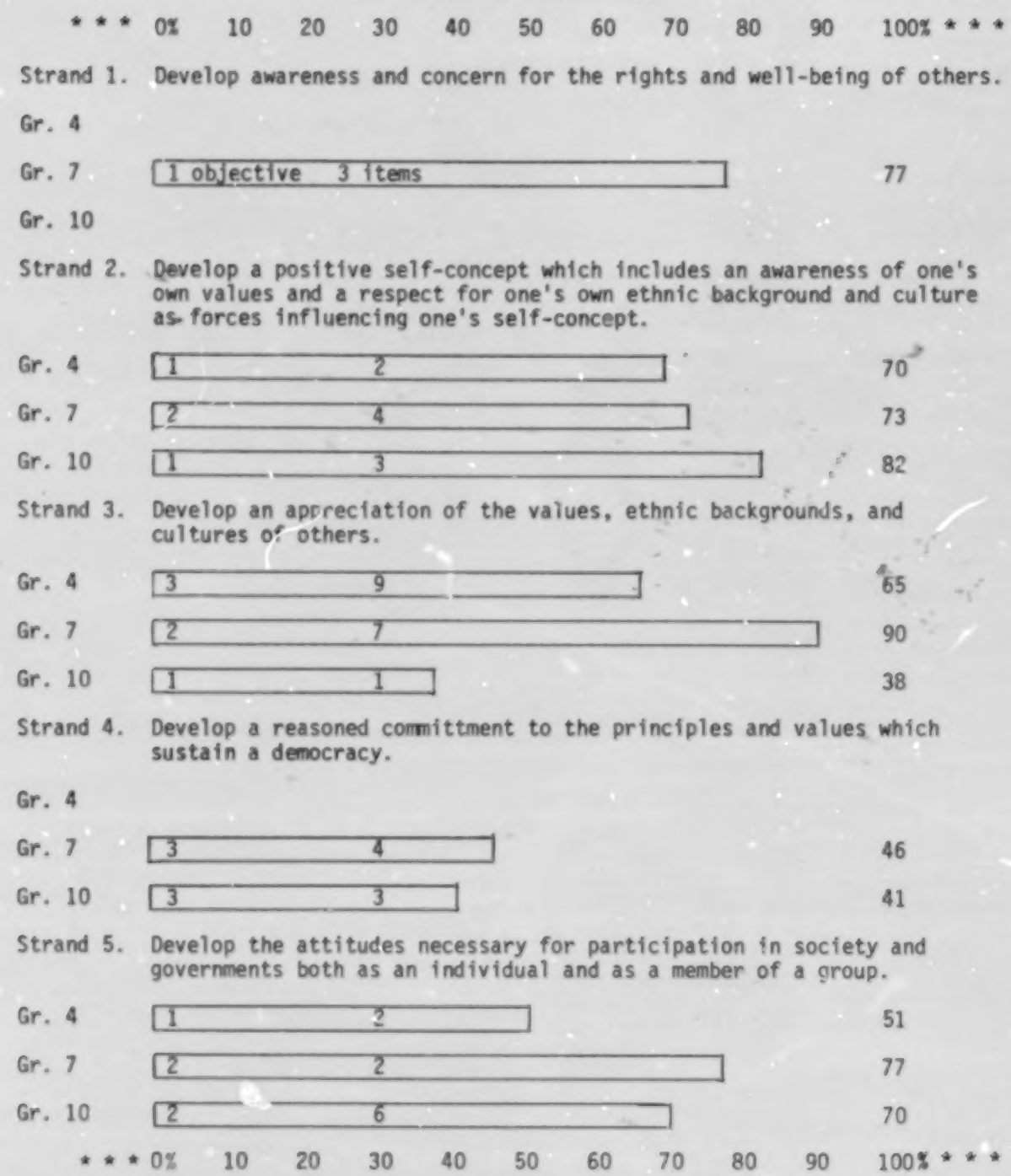

SOCIAL STUDIES ASSESSMENT RESULTS
AVERAGE OBJECTIVE ATTAINMENT RATE BY CATEGORY. MEAP 1983-84
GRADE 4
GRADE 7
GRADE 10
VALUES IN PERCENT
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
63
40
64
70
54
48
55
44
44
ATTITUDE
SKILL
KNOWLEDGE

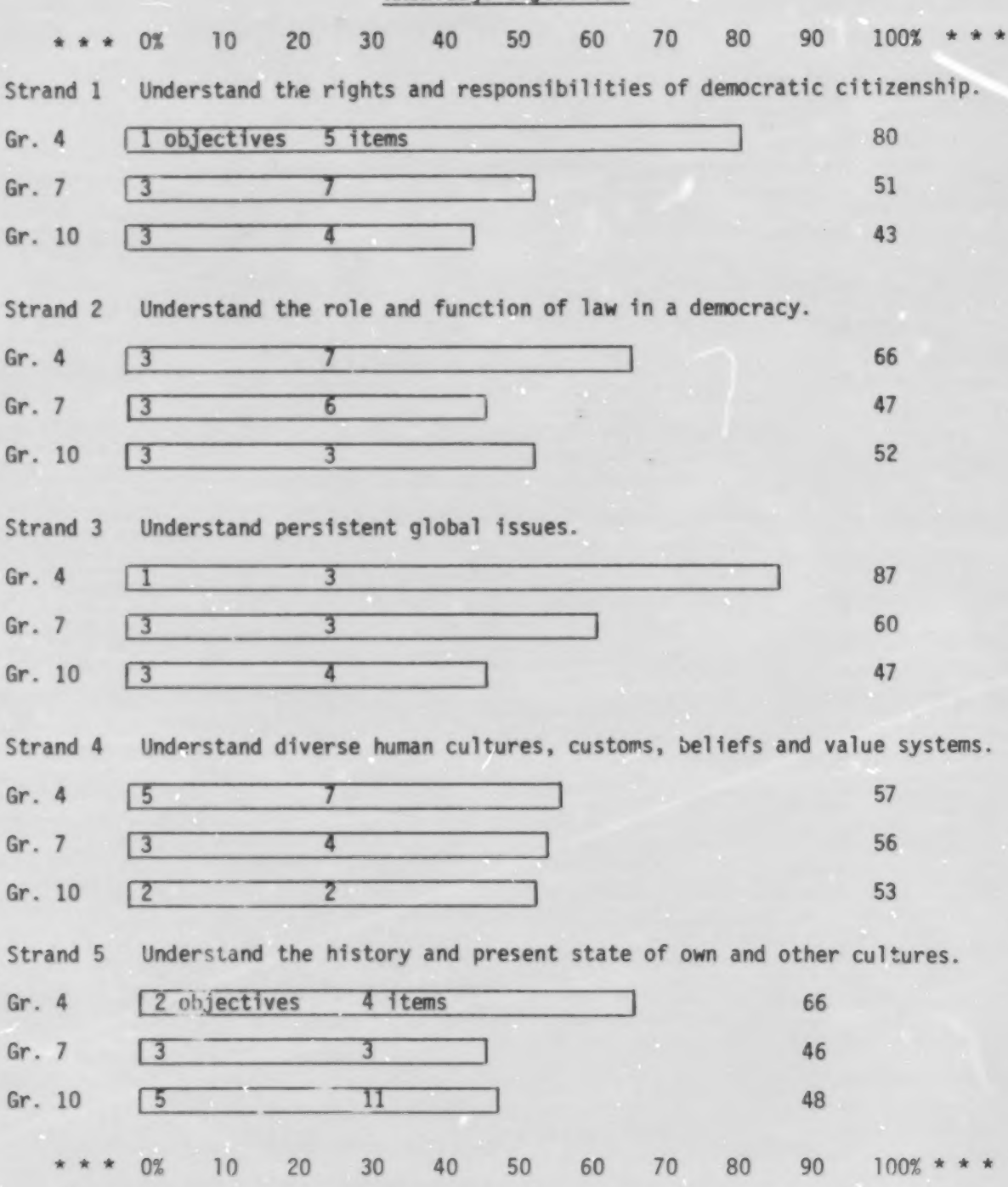
Chart II

Average Attainment Rate By Goal (Strand) Grades Four, Seven & Ten

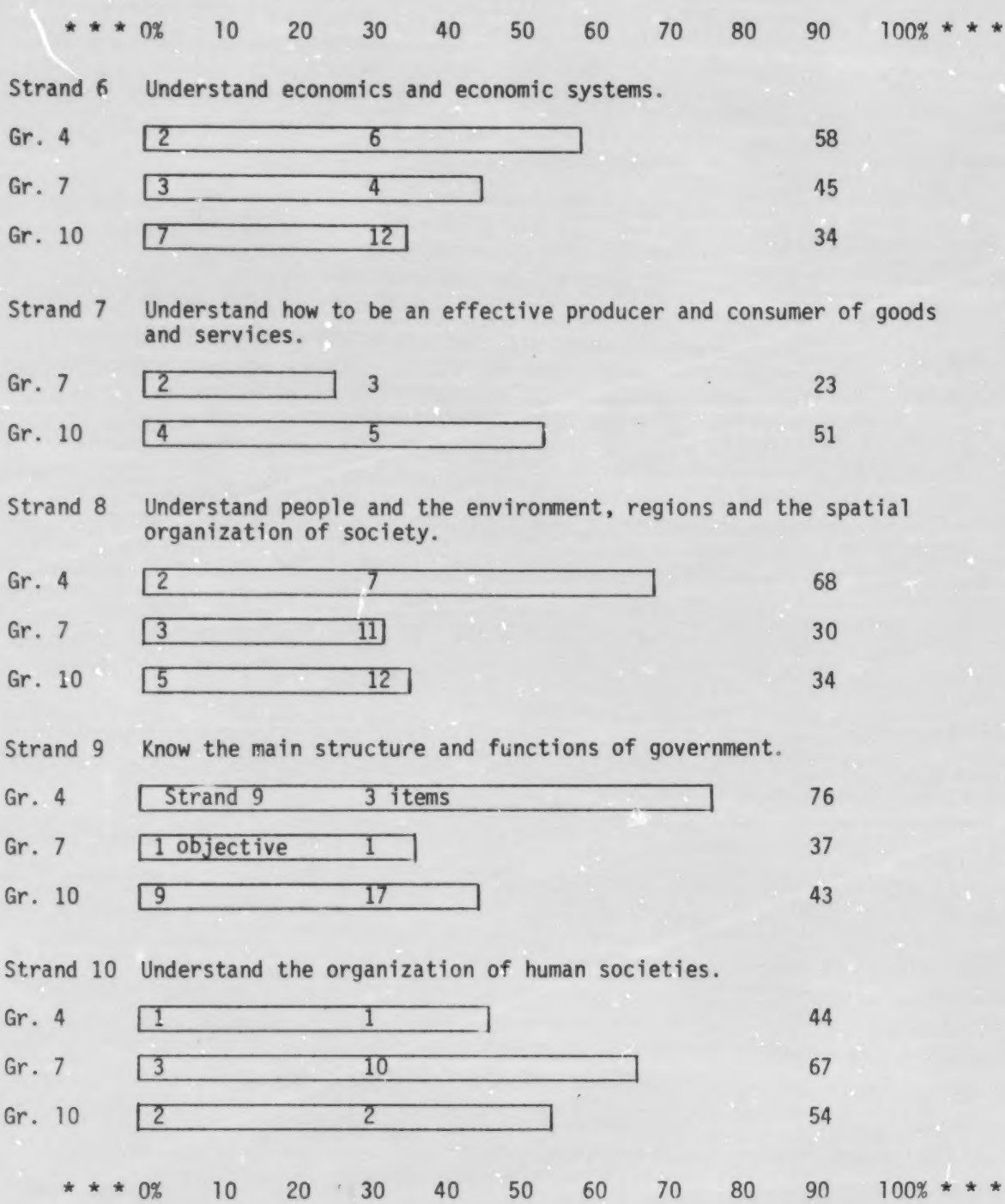
Attitude Objectives



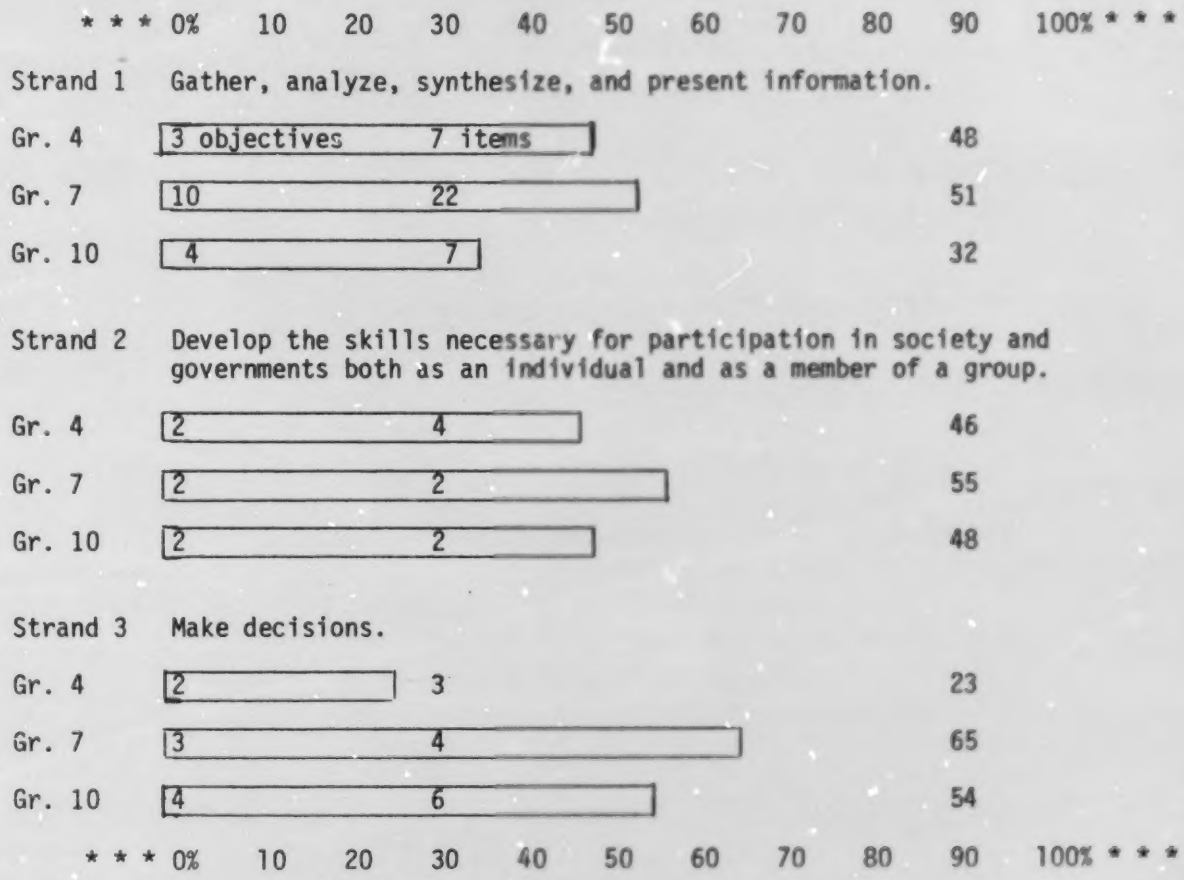
Knowledge Objectives


*** 0% 10 20 30 40 50 60 70 80 90 100% ***
Strand 1 Understand the rights and responsibilities of democratic citizenship.
Gr. 4 1 objectives 5 items 80
Gr. 7 3 7 51
Gr. 10 3 4 43
Strand 2 Understand the role and function of law in a democracy.
Gr. 4 3 7 66
Gr. 7 3 6 47
Gr. 10 3 3 52
Strand 3 Understand persistent global issues.
Gr. 4 1 3 87
Gr. 7 3 3 60
Gr. 10 3 4 47
Strand 4 Understand diverse human cultures, customs, beliefs and value systems.
Gr. 4 5 7 57
Gr. 7 3 4 56
Gr. 10 2 2 53
Strand 5 Understand the history and present state of own and other cultures.
Gr. 4 2 objectives 4 items 66
Gr. 7 3 3 46
Gr. 10 5 11 48
*** 0% 10 20 30 40 50 60 70 80 90 100% ***

Knowledge Objectives (Continued)


* * * 0% 10 20 30 40 50 60 70 80 90 100% * * *
Strand 6 Understand economics and economic systems.
Gr. 4 2 6 58
Gr. 7 3 4 45
Gr. 10 7 12 34
Strand 7 Understand how to be an effective producer and consumer of goods and services.
Gr. 7 2 3 23
Gr. 10 4 5 51
Strand 8 Understand people and the environment, regions and the spatial organization of society.
Gr. 4 2 7 68
Gr. 7 3 11 30
Gr. 10 5 12 34
Strand 9 Know the main structure and functions of government.
Gr. 4 Strand 9 3 items 76
Gr. 7 1 objective 1 37
Gr. 10 9 17 43
Strand 10 Understand the organization of human societies.
Gr. 4 1 1 44
Gr. 7 3 10 67
Gr. 10 2 2 54
* * * 0% 10 20 30 40 50 60 70 80 90 100% * * *

Skill Objectives


* * * 0% 10 20 30 40 50 60 70 80 90 100% * * *
Strand 1 Gather, analyze, synthesize, and present information.
Gr. 4 3 objectives 7 items 48
Gr. 7 10 22 51
Gr. 10 4 7 32
Strand 2 Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.
Gr. 4 2 4 46
Gr. 7 2 2 55
Gr. 10 2 2 48
Strand 3 Make decisions.
Gr. 4 2 3 23
Gr. 7 3 4 65
Gr. 10 4 6 54
* * * 0% 10 20 30 40 50 60 70 80 90 100% * * *

FINDINGS AND IMPLICATIONS

General Comments as to Findings and Implications in the 1983-84 Social Studies Assessment Data

- Speaking broadly, attainment levels were low, with some exceptions.
- Students could profit from instruction in and practice in test taking. Too many tended to choose the first possible answer instead of reading the whole exercise before responding.
- Elementary, and possibly junior high, schools may be giving too little attention to social studies in favor of reading skills, as distinguished from reading content. Even reading suffers because people can not just read; they must read something. Comprehension requires some conceptual baggage. Reading teachers may be able to help by using social studies content.
- Teachers in a school should agree upon an identified list of concepts and provide enough instruction to see that students actually understand them. Including lots of information without helping students put it together in a concept, or principal, or generalization is ineffective.
- Covering large quantities of material may be obscuring the big ideas and interfering with comprehensive learning.
- Achievement in some areas may be influenced by inadequate preparation of teachers in the areas of economics and the social sciences.
- Teachers in a school would do well to share helpful learning activities, instructional strategies, and instructional materials.
- Teachers need to increase instruction in skills and values within the areas about which students are to acquire knowledge. The three aspects of learning are interrelated. Overemphasis on knowledge not only means lower achievement in skills, attitudes and values but on achievement in knowledge also.
- Formal classroom instruction in social studies should be consistent with the informal school atmosphere.
- It is likely that greater variety in learning activities and instructional materials would promote better learning among differing sorts of students.
- Some professional development ought to focus directly on social studies education or some aspect thereof, not merely on matters of worth to all teachers.
- Cause-effect relationships are not emphasized enough.
- Administrators should address the importance of social studies.

- Based on the test results it would appear that inadequate attention is given to law related education.

- Instruction should include more translating activities, e.g., charts and graphs need to be provided and utilized.

- Students should be encouraged to use a variety of instructional materials—not just the testbook.

- Students need more opportunities to openly and freely discuss and choose alternative courses of action.

- Teachers should use and have students practice the use of time-lines more often.

- Teachers can and should be models of ethical behavior.

- There should be more frequent use of role-play and simultation activities.

- Current events should be more frequently used to point out relevant rights and liberties issues. It should be in depth.

- Equip and/or restore to classrooms and use the full range of media materials and instructional services such as atlases, almanacs and encyclopedias.

- Include all content, activities, and any materials that would address the instructional implications.

- Provide in-service activities in the district that take teachers beyond the awareness level.

- Provide inservice education opportunities for teachers which focuses on (1) teaching social studies skills and (2) learning activities which emphasize student involvement in ways that extend beyond just reading.

- In the attitude category, the concern is not whether a particular response is right or wrong. Rather, the concern is for instructional implications i.e., if a large percentage of students indicate that "they would prefer to sit beside someone similar to themselves in class rather than a member of another ethnic/racial group," the implication is that instruction is needed to hopefully, bring about a reverse in regard to this type of a response.

- In future test development activities special attention must be given to the matter of items being consistent with objectives.

- In future test development activities stronger emphasis should be placed on precise language in the <u>stem</u> part of the item.

OBJECTIVES TESTED AND ASSESSMENT RESULTS

How To Read The Results

The information for each of the tested social studies objectives is presented in the following manner (see the example below and the corresponding numerical system.)

1. Grade Level: Results are presented by grade--Fourth, Seventh and Tenth.

2. Title: Within each grade level the goals (strand) and objectives are grouped by three general categories--Attitude Objectives Tested, Knowledge Objectives Tested and Skill Objectives Tested.

3. Goal (Strand): The goal (strand) tested within each category is identified by a number (1, 2, 3, etc.) and defined by the goal statement.

4. Objective: The objective tested within each goal (strand) is identified by a letter (a, b, c, etc.) and defined by the objective statement.

   The coding and the statements are the same as those used in the Essential Performance Objectives for Social Studies document.

5. Attainment Rate*: The percent of students who attained the objectives by performing the required standards, or by exceeding the expected criterion are given for each grade and each group of students.

6. Example Item: An actual test item is provided to illustrate how each objective was measured. The percent of students choosing each answer choice for that item is also given. An asterisk indicates the correct, or in some cases, the most desirable answer choice.

7. Implications: Here the review committee provides comments and/or recommendations for curriculum activities (C), instruction (I), and staff development (S) which were deemed important to the specific objective. Not every objective has specific implications.

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*The objective attainment rate (AR) indicates the percentage of students who correctly answered the specified number of items, i.e., those students who attained the objective. These attainment rates vary considerably from objective to objective, depending on the number of test items measuring the objective. The criterion for objective attainment is a statistical operation determined according to the following formula:

Number of Test Items	Number Correct Needed for Attainment
1	1
2	2
3	2
4	3
5	3
6	4

Grades K-3
Attitude Objectives Tested

Goal (Strand): 2

Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

Objective: d AR = 70%

Differentiate between right/wrong, true/untrue, and fair/unfair.

Example Item:

65. Do you feel a family should be able to move into a part of town where people of a different skin color live?

10% A. Only if the people who live in that part of town want the family to move in.

75% B.* The family should be able to move in; skin color shouldn't make any difference.

11% C. The family should not even look for a place to live in that part of town.

Implications:

(I) Civil rights issues appear to be well understood.

Goal (Strand): 3

Develop an appreciation of the values, ethnic background and cultures of others.

Objective: c AR = 51%

Identify ways of avoiding behaviors which alienate others.

Example Item:

68. Mike smokes cigarettes. He is the only one in the family who does. the family asked him not to smoke in the house.

What should Mike do?

7% A. He should apologize each time he smokes.

71% B.* He should not smoke in the house.

8% C. He should smoke when he is alone in the house.

13% D. He should smoke only once in a while in the house.

Implications:

(I) Role playing and simulation types of learning activities might be helpful in teaching in this area.

- - - - - - - - - - - - -

Objective: e AR = 68%

Interacts with others of varying backgrounds.

Example Item:

64. Would you want to have a person of a different skin color be your friend?

65% A.* Yes

33% B. No

Implications:

(I) Continue emphasis on tolerance for varying background.

(C) Include field trips to provide direct experiences for contact with persons of other backgrounds.

- - - - - - - - - - - - -

Objective: f AR = 77%

Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.

Example Item:

61. Do you think getting a job should depend on your religion?

31% A. Yes

67% B.* No

Implications:

(I) Religious differences are not as recognized as other cultural differences at this age level.

(I) Discuss separation between church and state.

(I) Teaching about religions may be inappropriate at this level

(I) Emphasis should be on similarities rather than differences.

Goal (Strand): 5

Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

Objective: a AR = 51%

Recognize and encourage ethical and lawful behavior in others.

Example Item:

69. Jim and Charles are at the candy store. Charles tells Jim to take some candy and put it in his pocket.

What should Jim do?

5% A. Tell Charles to take the candy.

5% B. Take it because Charles told him to.

4% C. Take it because the store owner isn't looking.

85% D.* Jim should not take the candy.

Grades K-3
Knowledge Objectives Tested

Goal (Strand): 1

Understand the rights and responsibilities of democratic citizenship.

Objective: a AR = 80%

Identify some of the rights and liberties guaranteed in the United States Constitution.

Example Item:

50. A young woman is giving a speech in the city park. She is demanding a change in a city law. A noisy crowd gathers to listen. The police arive.

What would be the BEST action for the police to take?

23% A. Arrest the speaker for being against the government.

30% B.* Keep order and provide protection if needed.

15% C. Tell the people listening to the speaker to go home.

31% D. Tell the speaker not to criticize the government.

Goal (Strand): 2

Understand the role and function of law in a democracy.

Objective: a AR = 68%

Understand the purposes of rules in the classroom and games.

Example Item:

45. Many cities and towns post special speed limits around schools. Drivers are supposed to go slower on these streets during the posted school hours.

Which one of the following is the BEST reason for lower speed limits around schools?

58% A.* To prevent accidents.

18% B. To protect school property.

13% C. To keep the school area quiet.

10% D. To catch speeding drivers.

Implications:

(I) Continue to stress reasons for rules and laws.

(I) Invite outside speakers, e.g., police, to speak to reasons for laws.

Objective: b AR = 75%

Understand how rules are made.

Example Item:

54. When a rule is made, everyone should know why it was made.

83% A.* True

13% B. False

Objective: c AR = 55%

Understand how rules can be changed.

Example Item:

56. When you want to change a school rule, you should talk to others in your class and then tell your teacher your idea.

72% A.* True

27% B. False

Goal (Strand): 3

Understand persistent global issues.

Objective: e AR = 87%

Understand some of the basic needs common to all people within the community such as food, shelter, and clothing.

Example Item:

22. Which of the following is needed by all people?

3% A. oil

12% B. shoes

7% C. automobiles

77% D.* water

Goal (Strand): 4

Understand diverse human cultures, customs, beliefs and value systems.

Objective: a AR = 40%

Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

Example Item:

34. When Tom visited India with his parents, he discovered that many people in India do not eat beef because cows are special to some religions.

Tom learned that:

20% A. people in India have strange religions.

5% B. Americans do not eat the right kind of food.

69% C.* the foods that people eat are different in other countries.

6% D. there are no cows in India.

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Objective: b AR = 70%

Understand that customs and habits differ from one group to another.

Example Item:

31. When Susan was visiting in Japan, she went to dinner at the house of her friend. People took off their shoes when entering the house.

Why would they remove their shoes?

8% A. Shoes make too much noise when worn in the house.

10% B. Japanese shoes are not comfortable to wear.

11% C. People in Japan do not like to wear shoes.

70% D.* Customs in Japan are different from American customs.

Objective: c AR = 51%

Understand that despite cultural differences, people everywhere have similar basic motivations and desires.

Example Item:

38. Which of the following statements is true about American and Canadian Children?

73% A.* Both American and Canadian children want to be healthy.

10% B. American children want to be healthier than Canadian children.

7% C. Canadian children want to be healthier than American children.

10% D. Children of both countries do not care about health.

Objective: d AR = 77%

Understand that within a community, there may exist one or several cultural groups.

Example Item:

32. John is spending the night with Bill. Bedtime at Bill's house is 8:30 p.m. At John's house, bedtime is 9:30 p.m.

John should understand that:

4% A. all families should go to bed at the same time.

76% B.* each family has its own way of living.

16% C. going to bed early is better.

4% D. John's family's ways are better than Bill's.

Objective: f AR = 47%

Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.

Example Item:

30. Tom moved to another country. He understood the language, became familiar with some customs, and made good friends. After two years, one of his letters stated, "I am now feeling more comfortable with the people. I am beginning to understand some of their customs and beliefs."

Based on this, why was Tom successful in getting along with the people in another country?

14% A. He just acted as if all people around the world should have the same customs.

46% B.* He tried to learn about and accept the customs of the people in the country.

10% C. He decided to teach the people in the other country that his customs were better.

30% D. He decided to give up his own customs and just live like the people in the other country.

Goal (Strand): 5

Understand the history and present state of own and other cultures.

Objective: a AR = 55%

Know some basic historical facts related to the development of the United States.

Example Item:

36. Who was the FIRST President of the United States?

9% A. Thomas Jefferson

6% B. John F. Kennedy

15% C. Abraham Lincoln

69% D.* George Washington

Implications:

(C) Include "current events" to make history relevant and thus better retained.

Objective: f AR = 77%

Identify occupations, careers, community helpers.

Example Item:

26. Jack's mother goes to her office each day in the city. One of the things she does at work is to give shots to pets.

Jack's mother is a:

8% A. nurse

85% B.* veterinarian

4% C. police officer

4% D. dentist

Goal (Strand): 6

Understand economics and economic systems.

Objective: a AR = 62%

Understand factors that influence economic behavior.

Example Item:

43. Don's father is not working at this time. Which of the following should the family buy first?

12% A. gas for the car

75% B. food for the family

11% C. clothes for the family

3% D. paint for the house

Objective: d AR = 54%

Identify factors to consider when making purchases

Example Item:

42. When buying gym shoes, which of the following is LEAST important?

59% A.* Color

19% B. Size

13% C. Cost

8% D. Comfort

Implications:

(I) Emphasize that all factors may not be of equal value.

(I) Teach children to discriminate between needs and wants.

Goal (Strand): 8

Understand people and the environment, regions and the spatical organization of society.

Objective: b AR = 57%

Understand the influence of the natural environment on human beings.

Example Item:

28. Nomads are people who move from place to place. They never settle down in one place.

Why do Nomads move?

11% A. Other people do not want them around.

49% B.* They move to find food and water.

20% C. They move because it is the only thing they know how to do.

20% D. There is no room for them in other places.

Implications:

(I) Students do not know why nomads move.

(I) Teach children that it may be easier to bring items to the family than to move the family to the needed item.

(C) Make sure curriculum includes activities that teach that natural environment affects life.

(C) Keep materials updated.

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Objective: d AR = 78%

Understand that a natural environment can serve varied needs.

Example Item:

19. Both Eskimos and Hawaiians use fish as a source of food.

75% A.* True

22% B. False

Goal (Strand): 9

Know the main structure and functions of government.

AR = 76%

Example Item:

15. Does the President ALWAYS have to obey the laws of the United States?

69% A.* Yes

28% B. No

Goal (Strand): 10

Understand the organization of human societies.

Objective: d AR = 44%

Understand types of conflicts between groups and ways conflicts are resolved.

Example Item:

48. Which of the following do you feel would help MOST to avoid a fight with a friend?

37% A. say only nice things to your friend

44% B.* talk with your friend to solve the problem

7% C. only play games that your friend likes

12% D. stop talking with your friend when you disagree

Implications:

Develop role playing situations in which choices are made between types of problem solutions.

Grades K-3
Skill Objectives Tested

Goal (Strand): 1

Gather, analyze, synthesize, and present information.

Objective: b AR = 50%

Understand that perceptions of the same object or event may differ from person to person.

Example Item:

8. Carl and Mary looked at the same painting. Carl thought the painting was beautiful. Mary thought the painting was ugly.

   Which of the following statements do you think is correct?

   9% A. They are both wrong because they do not agree.

   3% B. Mary is right because she thought the painting was ugly.

   9% C. Carl is right because he thought the painting was beautiful.

   78% D.* It is all right for Carl and Mary to have different ideas.

Implications:

(I) Keep teaching that it's all right to be different.

Objective: c AR = 56%

Choose appropriate sources for information desired.

Example Item:

3. The students in a social studies class want to find out how far it is from the capital city in their state to their town.

   What is the BEST way to get this information?

   14% A. look in an almanac

   37% B. use a globe

   45% C.* use an atlas

   5% D. look in a dictionary

Implications:

(I) Readiness types of activities which teach students to discriminate between almanac and encyclopedia, maps and globes should be developed.

(I) Develop activities for various media uses.

(C) Utilize media services in classrooms.

(C) Update media resources, i.e., almanac and encyclopedia.

(C) Have atlases available, as well as globes.

Objective: f AR = 37%

Draw conclusions.

Example Item:

13. Mrs. Jones borrowed money from a bank to open a pet shop. Two years later, she paid back the money she borrowed, and opened a second pet shop. A year later, she opened a third pet shop in another town.

What can you tell about Mrs. Jones from this story?

29% A. She cannot decide where to have her pet shop.

44% B.* She is a successful businesswoman.

13% C. She likes to live in many different towns.

13% D. She has many pets at home.

Implications:

(I) Teach sexism (students saw Mrs. Jones as a flighty female). Teach that women can be successful business people.

(C) Look for materials that teach "girls can be everything."

(S) In-service to raise awareness of staff to problem of sexism in society.

Goal (Strand): 2

Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

Objective: a AR = 46%

Presents own ideas.

Example Item:

6. The children are planning a puppet show. Lori does not like the scenery they are using.

How should she let the group know she does not agree?

6% A. quit the puppet show

8% B. make her own scenery

10% C. do not say anything to the others

76% D.* share her ideas with the others

Implications:

(I) Emphasize following all instructions when taking tests.

Objective: c AR = 45%

Solicit clarification from others when needed.

Example Item:

11. Susie was watching a group of people on television talking about a new law. Each person gave an idea about the new law.

Susie knew it was good for each person to talk because:

9% A. Everyone wanted to talk on television.

66% B.* Listening to many ideas helps to understand the law.

19% C. Having many people talk makes the show more interesting.

6% D. The people wanted to fill up time.

Implications:

(I) Continue to develop an appreciation of others' opinions-keep an open mind.

(C) Develop personal tolerance.

Goal (Strand): 3

Make decisions.

Objective: b AR = 29%

Analyze the problem.

Example Item:

12. John and Bob were talking about their favorite TV shows. John kept talking about his favorite show and would not give Bob a chance to talk. Finally, Bob told John that he thought John's favorite show was stupid. John got mad and they got into a fight.

What caused the problem?

25% A. Bob and John did not like the same TV shows.

31% B. Bob put down John's favorite show.

14% C. John was angry at Bob.

29% D.* John talked but would not listen.

Implications:

(I) Stress listening to other positions, opinions and ideas.

(I) Role-play problem solving situations.

(S) Teachers listen to others' problem solving ideas.

(S) Teachers role-play problem analysis.

Objective: c AR = 16%

Identify alternative courses of action.

Example Item:

4. Your state wants a new flag. Many people from the state have turned in ideas about how the new flag should look.

Which one of the following would be the BEST person or group to decide how the new flag should look?

47% A. the governor of the state

28% B.* a group of community leaders from all over the state

7% C. a group of senior citizens

17% D. the artist who will draw the flag

Implications

(I) Emphasize following directions when taking tests.

(I) Teach children to discriminate between key words.

(I) Children need to be skilled in identifying alternative courses of action.

(I) Select materials that will provide opportunities for children to identify alternative courses of action.

(I) Staff should strive to make opportunities for children to be involved in choosing courses of action.

Grades 4-6
Attitude Objectives Tested

Goal (Strand): 1

Develop awareness and concern for the rights and well-being of others.

Objective: a — AR = 77%

Show concern for the well-being and dignity of others.

Example Item:

19. A teenage girl saw a small child crying near the street because her ball had rolled across the street and she could not get it. The teenager got the ball and gave it to the small child. Which of the following reasons for helping shows the most concern for the child?

6% A. She had been told that teenagers should help younger children.

5% B. She liked the child and usually helps people she likes.

80% C.* She was afraid the child might try to get the ball and be hit by a car.

8% D. She thinks of herself as a person who rescues helpless people.

Goal (Strand): 2

Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

Objective: c — AR = 58%

Identify criteria for judging individual actions.

Example Item:

10. Mr. Jones wanted to hire a salesperson for his book shop. When persons were interviewed for the job, he didn't consider any applications from women. His decision would be influenced by his:

71% A.* prejudices against women.

4% B. prejudices against men.

9% C. concern for minority rights.

15% D. concern for an individual's self-concept.

Objective: d AR = 88%

Show respect for one's own heritage and background.

Example Item:

8. Do you feel a family should be able to move into a part of town where people of a different skin color live?

5% A. Only if the people who live in that part of town want the family to move in.

91% B.* The family should be able to move in; skin color shouldn't make any difference.

4% C. The family should not even look for a place to live in that part of town.

Goal (Strand): 3

Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

Objective: e AR = 83%

Interacts with others of varying backgrounds.

Example Item:

7. Would you want to have a person of a different skin color be your friend?

90% A.* Yes

10% B. No

Objective: f AR = 97%

Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.

Example Item:

4. Do you think getting a job should depend on your religion?

7% A. Yes

91% B.* No

Goal (Strand): 4

Develop a reasoned commitment to the principles and values which sustain a democracy.

Objective: a AR = 59%

Accept the rights and responsibilities of classroom citizenship.

Example Item:

15. Miriam is unhappy with her school's Student Council. She does not like the activities the Council plans. What would be the best action for Miriam to take?

30% A. Talk to the teacher who is in charge of the Student Council.

5% B. Complain to other students about the Student Council.

59% C.* Discuss her thoughts with her Student Council representative.

5% D. Hope that the Student Council will do better in the future.

Objective: b AR = 15%

Respect and support the role and function of rules in the community.

Example Item:

12. A sign at the entrance to a city park reads, "PARK CLOSES AT 10:00 P.M."

Which of the following is the BEST reason for closing the park at 10:00 p.m.?

57% A. It is safer to use the park during the day.

9% B. The mayor has decided that people should use the park only during the day.

14% C. People who use the park during the night may be too noisy.

20% D.* The city cannot afford the workers needed to keep the park open during the night.

Objective: c AR = 64%

Respect the right of all to present different points of veiw in the classroom and community.

Example Item:

16. Your club is having a meeting to decide how to raise money. After meeting for almost an hour, the officers and old members have had a chance to present their ideas, but the new members have not. The meeting will end in five minutes.

What do you think should be done?

6% A. The club should decide to use the ideas of the officers.

12% B. The officers should meet together to decide on the best ideas.

19% C. A vote should be held right away on the ideas discussed and a decision made.

64% D.* Another meeting should be held to give new members a chance to present their ideas.

Goal (Strand): 5

Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

Objective: b AR = 79%

Give reasons for and follow rules and laws.

Example Item:

17. Your teacher has asked each person in the class to make a poster showing the bicycle laws and safety rules that were explained in class.

Why do you think the teacher made this assignment?

6% A. The teacher knows someone who was hurt because of careless bike riding.

8% B. The teacher saw some student riding bikes carelessly on their way to school.

6% C. Students prefer to make posters rather than other kinds of homework.

79% D.* Bicycle traffic laws and safety rules make the community safer.

Objective: e AR = 75%

Identify responsibilities people have to their community.

Example Item:

14. You have noticed that the school playground looks bad because of litter such as candy wrappers, empty paper cups, and old school papers.

What would be the BEST thing for you to do about it?

3% A. Do nothing because it will only get littered again anyway.

5% B. Clean up all the litter yourself.

75% C.* Help to organize a playground clean-up day.

16% D. Suggest to the principal that more trash baskets be put out.

Grades 4-6
Knowledge Objectives Tested

Goal (Strand): 1

Understand the rights and responsibilities of democratic citizenship.

Objective: a AR = 77%

Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.

Example Item:

89. Should a woman be allowed to run for President?

82% A.* Yes

10% B. No

Objective: b AR = 15%

Understand situations in which rights have been denied various groups and individuals

Example Item:

82. William O'Connell arrived in New York in the late 1800's. He wanted and needed a job. However, everywhere he went, he noted a sign which said, "Irish need not apply."

This sign denies rights because of:

28% A. race.

43% B.* national origin.

10% C. age.

16% D. religion.

Implications:

(I) Teach the difference between race and national origins.

Objective: f AR = 61%

Understand the importance of participation in society and governments both as an individual and as a member of a group.

Example Item:

83. The results of the election for mayor was: Robert Smith - 10,600 votes
Jane Abrams - 10,605 votes

These results indicate:

59% A.* that every vote is important.

12% B. that one person's vote will not make a difference.

14% C. that luck is important in winning or losing.

12% D. that people tend to vote for women more than for men.

Goal (Strand): 2

Understand the role and function of law in a democracy.

Objective: a AR = 6%

Understand the purposes for rules and laws.

Example Item:

73. The purpose of rules and laws is:

39% A.* to define standards of behavior.

15% B. to establish rules that cannot be broken.

40% C. to stop people from doing what they want to do.

4% D. to give the police a job.

Implications:

(I) Teach the reasons for laws and/or rules.

(C) Include in the curriculum any policies and rules of the school district, building, and classroom and the advantages and reasons why they exist.

Objective: b AR = 76%

Understand how legal and judicial decisions are made.

Example Item:

85. When a rule is made, everyone should know why it was made.

79% A.* True

9% B. False

Objective: c AR = 58%

Understand how conflicts in laws are resolved.

Example Item:

87. When you want to change a school rule, you should talk to others in your class and then tell your teacher your idea.

66% A.* True

27% B. False

Implications:

(I) Teach consensus making.

Goal (Strand): 3

Understand persistent global issues.

Objective: a AR = 38%

Understand interrelatedness of local and national problems with those confronting the global society.

Example Item:

84. If people are starving in Africa, what is the best help the U.S. can give?

31% A. send them a shipload of food

37% B.* send agriculturalists to teach them better farming methods

10% C. allow more Africans to immigrate into the U.S.

19% C. ask the United Nations to get other countries to help

Objective: c AR = 76%

Identify community problems related to energy needs and possible solutions.

Example Item:

70. Some sources of energy will run out and others will last forever. Which one of the following will not run out?

9% A. natural gas

8% B. coal

7% C. oil

75% D.* solar energy

Objective: d AR = 67%

Understand some of the basic needs common to all people within the community such as food, shelter, and clothing.

Example Item:

69. Which one of the following items is necessary for all people in the world?

4% A. automobile

22% B. money

6% C. shoes

66% D.* water

Goal (Strand): 4

Understand diverse human cultures, customs, beliefs, and value systems.

Objective: b AR = 61%

Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

Example Item:

64. How do people in all cultures meet their basic needs?

8% A. In the same ways in all cultures.

59% B.* In different ways according to their culture.

22% C. The government takes responsibility for meeting the basic needs of people.

8% D. The churches and schools see that the basic needs of people are met.

Objective: c AR = 44%

Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example Item:

65. What does it prove if two cultural groups have different behaviors and values?

44% A.* That neither group is better than the other.

23% B. That one group is more advanced.

13% C. That one has a better climate and geography.

17% D. That one culture has existed longer.

Objective: h AR = 62%

Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

Example Item:

66. What should you do if you were working at a bookstore and a boy or girl who could speak just a little English wanted to buy a book?

5% A. Pretend you don't see anyone.

74% B.* Help him or her find the book.

6% C. Send him or her to another store.

12% D. Speak very loudly and maybe he or she will understand you.

Goal (Strand): 5

Understand the history and present state of own and other cultures.

Objective: a AR = 42%

Know basic historical facts related to the development of the United States.

Example Item:

75. The Revolutionary War was fought in the U.S. against what country?

21% A. France

41% B.* England

12% C. Mexico

24% D. Spain

Objective: c AR = 34%

Understand the impact of technology on society.

Example Item:

93. What does automation in industry create?

41% A. more factory workers

16% B. less productivity

33% C.* fewer factory workers

6% D. less need for regulations

Objective: e AR = 63%

Understand changes in female and male roles.

Example Item:

94. The major reason that more women are working outside of the home is:

15% A. they are bored with housework.

61% B.* they need to increase the family income.

11% C. they are required to work by law.

9% D. they are needed to take the place of men.

Goal (Strand): 6

Understand economics and economic systems.

Objective: a AR = 28%

Understand basic economic concepts.

Example Item:

95. Economic activities are concerned with the way people:

23% A. establish law and order.

14% B. spend their leisure time.

11% C. get along with their neighbors.

48% D.* make a living.

Objective: c AR = 60%

Understand how a market economy works.

Example Item:

97. Most companies are in business:

7% A. to reduce taxes.

58% B.* to earn a profit.

22% C. to provide employment.

9% D. to compete with other companies.

Objective: f AR = 46%

Understand economic concepts as they apply to individual decision-making.

Example Item:

68. When buying food, you want to get the best food you can afford and the most for your money. The best way to do this when you shop for food is to:

45% A.* read the label.

20% B. buy food in large quantities.

28% C. buy the cheapest brand.

5% D. buy the most expensive brand.

Implications:

(I) Teach what price range and computation of items means.

(C) Include in the curriculum knowledge on nutrition as well as consumerism.

Goal (Strand): 7

Understand how to be an effective producer and consumer of goods and services.

Objective: c AR = 27%

Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.

Example Item:

99. Which one of the following kinds of information about two packages of the same kind and quality of product would tell you which one was the better buy?

17% A. The sizes of the packages.

26% B. The one that is "on sale."

42% C.* The one that costs less per ounce of new weight.

11% D. The one that has a label on it reading "10¢ off."

Objective: d AR = 18%

Identify deceptive sales techniques and practices.

Example Item:

100. Joan saw an ad for a hair dryer in the newspaper. When she went to the store to buy the advertised dryer, the salesperson told her that it was of poor quality. He suggested that she purchase a different, more expensive model. What should Joan do?

17% A.* Report what happened to the proper authorities.

29% B. Ask to see the more expensive hair dryer.

14% C. Leave the store without doing anything.

36% D. Thank the salesperson for being so helpful.

Implications:

(I) Teach consumer awareness and ethical retail practices.

Goal (Strand): 8

Understand people and the environment, regions and the spatial organization of society.

Objective: b AR = 38%

Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example Item:

71. Renewable resources are those which return or replace themselves naturally. Which of the following is a renewable resource?

13% A. coal

18% B. petroleum

53% C.* wood

14% D. uranium

Implications:

(I) Teach the terms renewable resources, scarcity concept, supply and demand, conservation, ecology, and the interrelatedness of them.

Objective: c AR = 10%

Understand relationships between the location of human activities and the natural environment.

Example Item:

55. Desert areas are best suited for the following use:

6% A. farming

29% B. tourism

24% C.* herding animals

39% D. urban development

Objective: 1 AR = 41%

Locate important natural features, cities, and nations.

Example Item:

57. What country connects South America to Central America?

48% A.* Panama

19% B. Costa Rica

14% C. Nicaragua

17% D. El Salvador

Implications:

(I) Teach test taking and the need to read the entire question or items before being satisfied with their first answer.

Goal (Strand): 9

Know the main structure and functions of government.

Objective: a AR = 37%

Know the purposes of the government.

Example Item:

80. Which one of the following is a basic responsibility of the U.S. Government?

22% A. to provide work for every citizen.

7% B. to provide religion for the nation.

32% C. to provide for all public schools.

37% D.* to provide for the national defense.

Implications:

(I) Teach the basics in the Preamble and The Bill of Rights.

(I) Teach the difference between basic rights and responsibilities.

Goal (Strand): 10

Understand the organization of human societies.

Objective: c AR = 78%

Understand the relationships among institutions, groups and individuals.

Example Item:

78. Charity funds, like the March of Dimes, are needed to raise money to help poor and sick people. This is because

8% A. the U.S. Government refuses to help any needy people.

10% B. private citizens are forbidden to help needy people.

75% C.* these people need even more help than government or individuals alone can provide.

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Objective: d AR = 64%

Understand the changing nature of institutions and groups over time.

Example Item:

DIRECTIONS: The following five items list events in four different orders. Choose the answer that lists the events in the order that they occurred IN TIME. Mark your answers on the answer sheet.

50. Inventions:

16% A. Wheel
Automobile
Rocket
Railroad Train
Airplane

6% B. Airplane
Rocket
Railroad Train
Wheel
Automobile

9% C. Automobile
Railroad Train
Wheel
Airplane
Rocket

68% D.* Wheel
Railroad Train
Automobile
Airplane
Rocket

Implications:

(I) Use time lines more often and teach their use.

(I) Teach sequencing of time.

Objective: f AR = 59%

Understand types of conflicts between groups and ways conflicts are resolved.

Example Item:

76. A group of people in San Francisco wanted a law passed saying no building could be more than ten stories high. This, they said, would preserve the beauty of the city. A business group argued skyscrapers were needed to promote the city's growing economy. What would be the BEST way to resolve the argument?

10% A. Build the skyscrapers because business groups know what is best for the city.

19% B. Pass a law that would restrict the construction of buildings to ten stories and preserve the beauty of the city.

11% C. Continue the debate between the groups until they can stop arguing.

58% D.* Place the issue on the ballot and let the people decide.

Goal (Strand): 1

Gather, analyze, synthesize, and present information.

Objective: a AR = 46%

Use a variety of senses to obtain information.

Example Item:

48. The Braille method is used by many blind persons as a means of communication. Which of the following senses is used in this system of communication?

5% A. Smell

22% B. Sound

12% C. Sight

59% D.* Touch

Objective: b AR = 43%

Understand that perceptions of the same object or event may differ from person to person.

Example Item:

21. Some people enjoy listening to opera music. Others prefer rock, and still others prefer jazz. What does this suggest?

7% A. Young people like rock and jazz, whereas older people prefer opera.

3% B. Only serious people like opera music.

84% C.* People have different preferences when it comes to listening to music.

5% D. You need to understand the music before you can enjoy it.

Objective: c AR = 84%

Choose appropriate sources for information desired.

Example Item:

43. What would be a good source of information about Canada?

31% A. a world almanac

38% B.* any good encyclopedia

6% C. an unabridged dictionary

24% D. a good world history book

Implications:

(I) Instruct the use of and finding of key words often.

(I) Provide students with opportunities to use a variety of reference materials.

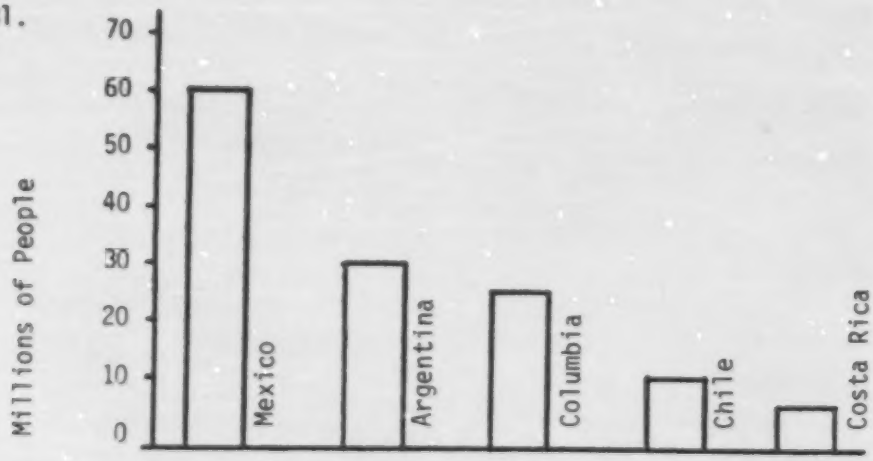
(I) Teach the advantage of one source over another such as the use of a dictionary/encyclopedia/almanac/atlas, etc.

Objective: d AR = 56%

Obtain information from a variety of sources.

Example Item:

31.



According to this bar graph, which country has a population of 24 million people?

9% A. Argentina

86% B.* Columbia

3% C. Chile

2% D. Costa Rica

Implications:

(I) Teach students how to read across, and, up and down various graphs/charts, and such materials.

Objective: e AR = 33%

Translate information from one form to another.

Example Item:

This chart shows where low income people lived in the United States in 1970.

Location of Low Income People in the U.S. - 1970

Locations	Millions of People
Cities of 50,000 or more	7.8
Suburbs	5.1
Total in metropolitan areas	12.9
Farms	2.4
Rural Non-Farms	10.1
Total outside metropolitan areas	12.5
Total number of low income people	25.4

29. Which one of these statements is supported by the evidence in the chart?

33% A. Most low income people lived in cities of 50,000 or more people.

13% B. More than five million low income people lived on farms.

20% C. Almost one-half of all low income people lived on farms.

33% D.* Almost one-half of all low income people lived outside metropolitan areas.

Implications:

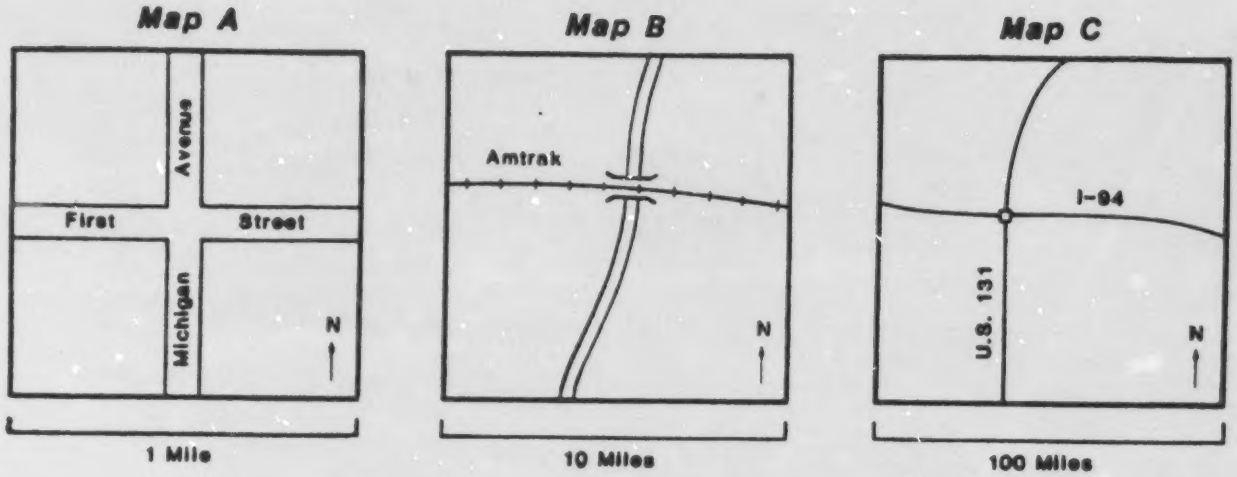
(I) Offer students many more translating activities. Help them apply skills such as graph reading to several types of graphs.

(C) Look for computer assisted instruction in the area of reading charts and graphs.

Objective: f AR = 61%

Analyze information.

Example Item:



34. On Map C above, I-94 and U.S. 131 are:

10% A. Pipelines 5% B. Rivers

6% C. Railroads 78% D.* Highways

Implications:

(I) Concentrate more on map scale and keys (legends).

(I) Help students to pick out main ideas and discriminate between items in their readings.

(C) Include test taking activities in curriculum at grades 3, 6, and 9 in preparation for M.E.A.P.

(S) Work with teachers in developing valid test items for objectives they may develop.

Objective: k AR = 39%

Draw conclusions.

Example Item:

Scientists tell us that the basic chemical elements necessary for life (such as water and oxygen) exist on Mars.

45. People sometimes try to predict or guess what will happen in the future. Based on the evidence we have about Mars, which one of the following predictions would you be willing to make?

16% A. There are no forms of life on Mars.

59% B.* Scientists will probably keep searching for signs of life on Mars.

7% C. Martians probably eat the same types of plants as humans eat.

16% D. Life on Mars is probably very similar to life on Earth.

Implications:

(I) Teach the need to think logically and chronologically.

(I) Teach deductive and inductive thinking via the use of several activities.

(C) Include teansfer skills from reading to social studies content.

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Objective: 1 AR = 50%

Remain open to changes in one's opinions.

Example Item:

28. Bill was sure which new bike he wanted to buy after reading several advertisements.

Which of the following should Bill NOT do right away?

11% A. Listen to a salesperson at a bike store explain the different models.

50% B.* Send in an order for the bike he selected.

17% C. Talk to his parents about their opinion.

21% D. Ask his friends which bike they think he should buy.

Objective: m AR = 62%

Apply what is learned to new situations.

Example Item:

27. You have been on a wilderness camping trip and have been asked to relate it to a space voyage.

Which of the following is NOT true of both.

13% A. All persons had to do their part to help.

22% B. Much planning had to be done before the adventure began.

56% C.* There was nothing to worry about.

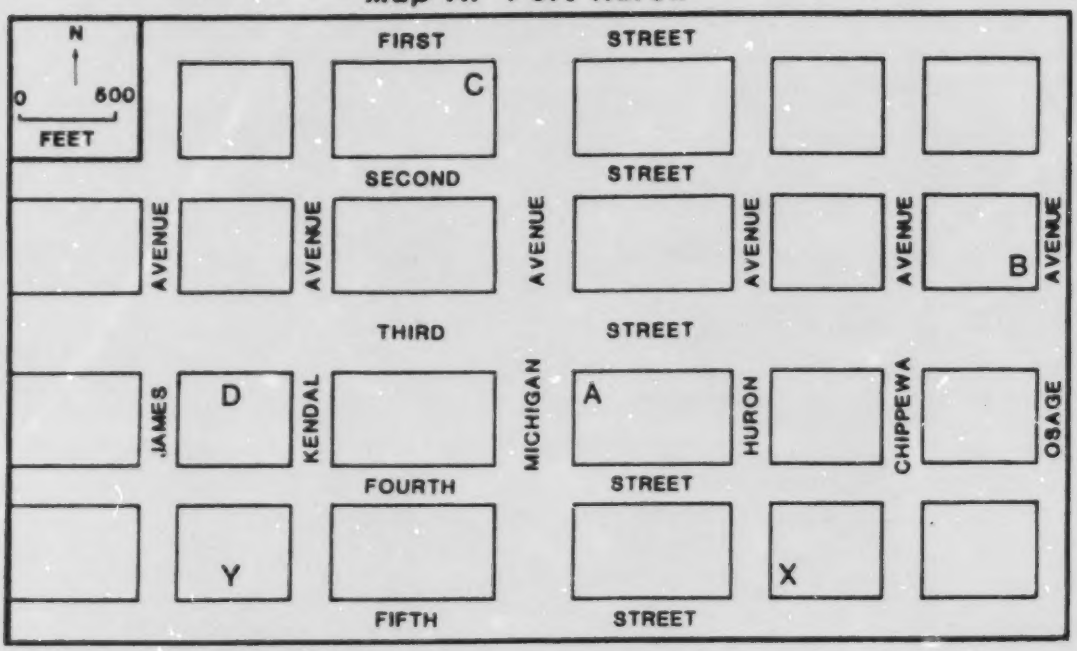
8% D. It was exciting.

Objective: n AR = 35%

Apply learning using maps.

Example Item:

Map A: Port Huron



39. Tony lives at Block X in Port Huron. He wishes to visit Al who lives in Block Y. In what direction must Tony travel to visit Al?

4% A. North 5% B. South 24% C. East 65% D.* West

Implications:

(I) Teach in between directions or intermediate directions of North/South/East/West.

(I) Teach other directions when only one is given.

(I) Teach the ability to orally give map directions.

(C) Include desk maps and hands on activities using them.

(S) Help teachers use activities that provide activities in which students continually use maps, charts, and graphs.

Goal (Strand): 2

Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

Objective: a AR = 46%

Presents own ideas.

Example Item:

38. The class is discussing how they can participate in the school openhouse. Several students would like to do a class skit and are steering the discussion in that direction. You have an idea of something very different to do.

What should you do?

6% A. Drop the idea because several students want the skit.

10% B. Wait to see if someone else will bring up your idea.

45% C.* Ask the class to consider your idea.

38% D. Talk with the teacher after class and ask what he/she thinks of your idea.

Implications:

(I) Instruct students in regard to free and open discussion.

Objective: c AR = 64%

Listen and respond appropriately.

Example Item:

30. The fifth grade class is going to have a project to raise money. John is explaining the procedures each student will use during the project. Bill has decided he wants to do it another way.

As the project leader, what should John do?

10% A. Let Bill do it his way.

20% B. Tell Bill he is not the project leader.

5% C. Argue with Bill.

64% D.* Encourage more talk on the procedures.

Goal (Strand): 3

Make decisions.

Objective: b AR = 62%

Analyze the problem.

Example Item:

44. Since the post office was built, the town's population has grown. The people in the town now want to build a new post office, but there is no money. The only industry in town closed down last month and already many people have lost their jobs.

Which one of the following BEST describes the problem?

7% A. The people in the town felt the post office was too small.

61% B.* The people in the town want a new post office, but there is no money.

10% C. The people in the town did not need a post office.

21% D. There will be fewer people living in town because the industry has closed down.

Objective: c AR = 66%

Identify alternative courses of action.

Example Item:

24. The largest industrial factory in town is polluting the air. One way of solving this problem is to close the factory. An alternative solution which would hurt the least number of people is to:

74% A.* pass laws controlling air pollution.

9% B. force the factory to move to another state.

10% C. fine the owners of the factory.

7% D. force the citizens in the town to move at least 10 miles away from the factory.

Objective: h AR = 66%

Develop strategies to carry out the approach.

Example Item:

37. Your family has been planning to take a trip to visit several relatives who are gathering together at your grandparents' home during the Thanksgiving holiday. Your dad finds out that his work will keep him from taking the trip.

What should your family do?

5% A. Cancel the trip and stay at home.

12% B. Have your mom drive the rest of the family over.

17% C. Ask everyone to come to your house instead of your grandparents'.

65% D.* Discuss this as a family and decide together what to do.

Implications:

(S) Provide teacher training activities that assist teachers in learning how to use several sources of data and/or case studies.

Goal (Strand): 2

Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

Objective: b AR = 82%

Identify personal behavior and learning that contribute to feeling of self-worth.

Example Item:

96. I am interested in where my family comes from and what they have done over the years.

37% A.* strongly agree 43% B.* agree

11% C. disagree 4% D. strongly disagree

Implications:

(I) Personal behavior and learnings do contribute to feelings of self-worth. Most students can learn to recognize this relation.

Goal (Strand): 3

Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

Objective: e AR = 38%

Recognize relationships, conflicts, commonalities, and differences among beliefs, values and behaviors of other persons and groups.

Example Item:

94. Although most religions teach belief in a supreme power, they differ in other ways.

What does this statement suggest?

31% A. Religions are alike in their basic teachings.

36% B.* Individuals satisfy their religious needs in many ways.

16% C. Everyone needs to have a religious belief.

10% D. There is a strong need to convert everyone to one single religious belief.

Implications:

(I) Some students have strong feelings about their religion. Teachers have to help students recognize and accept the idea that there are many different religions (comparisons). Case studies, respectful anecdotes, and first-hand accounts can be helpful.

Goal (Strand): 4

Develop a reasoned commitment to the principles and values which sustain a democracy.

Objective: a AR = 61%

Accept the rights and responsibilities of democratic citizenship.

Example Item:

91. People in the United States have an opportunity to accept their responsibility for maintaining our democracy by:

21% A. working regularly.

58% B.* voting regularly.

6% C. attending church.

9% D. doing volunteer work.

Implications:

(I) Schools and classrooms ought to emphasize responsibilities as well as rights.

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Objective: b AR = 33%

Respect and support the role and function of law in a democracy.

Example Item:

93. Students in a class decide on the way they want the class meeting to be called to order and dismissed. This procedure is, in fact, making a law for the class.

The BEST reason for students to follow the law is:

31% A.* the students' law protects their safety, peace, rights, and property.

16% B. the teacher will insist on it and make them follow it.

26% C. the other students expect them to respect and follow it.

20% D. they participated in the making of the law.

Objective: c AR = 30%

(I) Respect and support the role and function of responsible dissent in a democracy.

Example Item:

92. If U.S. citizens understand the function of responsible dissent in a democracy, they will support:

29% A.* hearing the minority view.

17% B. collecting fewer taxes.

18% C. refusing Presidential veto.

29% D. requiring nation-wide voting.

Implications:

(I) Examples of responsible dissent should be included in the instructive process.

Goal (Strand): 5

Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

Objective: d AR = 56%

Defend rights and liberties of all people

Example Item:

89. The Chamber of Commerce and the National Association for the Advancement of Colored People (NAACP) each asked to make a presentation in the Community Hall of your hometown. Who should be allowed to make a presentation?

11% A. Only the Chamber of Commerce.

15% B. Only the NAACP.

61% C.* Both groups should be allowed to speak.

7% D. Neither group should be allowed to speak.

Implications:

(I) Lobbying, picketing, rallying, hiring a hall, demonstrating, speaking up at zoning boards, and such, are all methods of obtaining or aiming for change.

Objective: e AR = 84%

Support equal opportunity in areas of life such as politics, housing, education, employment, and recreation.

Example Item:

100. No matter what a man's color, religion, or nationality, if he is qualified for a job he should get it.

60% A.* strongly agree 21% B. agree

6% C. disagree 6% D. strongly disagree

Goal (Strand): 2

Understand the rights and responsibilities of democratic citizenship.

Objective: a AR = 34%

Know specific constitutional rights and liberties guaranteed in the U.S. Constitution and state constitutions.

Example Item:

19. Patricia McNeil is an active member of a local political group. She does not belong to any church. Therefore, she was not allowed to be a candidate for local office.

Which of her rights was violated?

5% A. freedom of speech
12% B. women's right to vote
15% C. freedom of assembly
67% D.* freedom of religion

Objective: b AR = 45%

Understand situations in which rights have been denied various groups and individuals.

Example Item:

20. The American Civil Rights Movement of the 1960's protested all of these practices EXCEPT:

18% A. sending Blacks to separate schools.

17% B. keeping Blacks from living in white neighborhoods.

45% C.* preventing Blacks from moving out of the South.

18% D. requiring Blacks to ride in separate seats on buses and trains.

Implications:

(C) Civil rights should be a topic in U.S. History and civics courses, as well as law courses.

(S) Schools may be slouching back to ignoring minority rights and conditions. It is important for teachers to realize problems are still with us.

(C) Multicultural education and cultural pluralism are still significant and ought to be included.

Objective: c AR = 51%

Understand that an individual's rights may conflict with those of another individual or with the general welfare.

Example Item:

21. "Accused person(s) do not have to answer questions asked by the police."

Which right does this statement protect?

15% A. freedom of speech

51% B.* protection against self-incrimination

9% C. right to a jury trial

24% D. right to have an attorney

Goal (Strand): 2

Understand the role and function of law in a democracy.

Objective: a AR = 47%

Understand the purposes of law.

Example Item:

22. Which of the following statements about the purpose of the laws is correct?

47% A.* Laws are written to define standards of behavior.

12% B. Laws are written to decrease government controls.

33% C. Laws are written for the benefit of a minority of people.

7% D. Laws are not really needed in a democratic society.

Objective: j AR = 51%

Understand how laws can be changed.

Example Item:

24. Citizens may want to change or abolish a law they are not happy with. Which of the following is a legal way to change the law?

30% A. Organize groups to occupy the legislative office.

17% B. Block traffic on major streets to demonstrate discontent with the law.

51% C.* Join with others to lobby for a change.

6% D. Withhold taxes until the law is changed.

Implications:

(I) Stress "how to influence law-making" as well as "how a bill becomes a law."

(I) The fundamental process of changing laws deserves more emphasis.

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Objective: 1 AR 58%

Know individual rights within the criminal justice system.

Example Item:

23. In a criminal case in Michigan,

24% A. the defendent must prove he or she is innocent.

12% B. the defendent cannot be convicted without a confession that he or she committed a crime.

58% C.* the defendent can be convicted only when the state proves that he or she is guilty beyond a reasonable doubt.

5% D. the defendent cannot be convicted unless he or she has a prior criminal record.

Goal (Strand): 3

Understand persistent global issues.

Objective: a AR = 40%

Understand interrelatedness of local and national problems with those confronting the global society.

Example Item:

27. Some of the food products, clothing, auto parts, and raw materials we consume in the U.S. comes from other countries. What does this mean?

14% A. We need to share our wealth, and one way to do this is to buy foreign made goods.

57% B.* We depend upon people from other parts of the world for things we consume.

10% C. Generally, foreign products are made better.

18% D. We need to strengthen friendly foreign countries and one way to do this is to buy their goods.

Implications:

(C) Emphasis on global education is needed.

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Objective: d AR = 62%

Understand possible worldwide effects of decisions made by individuals, communities and nations.

Example Item:

30. Until just a few years ago, thousands of people around the world died from smallpox. Cooperation among doctors and scientists from many countires has just about conquered this disease. In 1976, the World Health Organization, which coordinated much of the effort, announced that the disease had been almost completely eliminated.

What is the MAIN point of this paragraph?

13% A. The World Health Organization should be in charge of curing all diseases.

13% B. All the world's problems can be solved by medical doctors and scientists.

10% C. Smallpox was easy to cure.

61% D.* People from different countries can solve problems if they work together.

Objective: f AR = 38%

Understand some of the problems related to food consumption disparity between developed and developing nations.

Example Item:

28. The typical meal in the poor countries of the world consists of:

13% A. a dairy product, vegetables, and fruit.

35% B. fish and cereal grains.

13% C. meat and dairy product.

38% D.* cereal grains and vegetables.

Implications:

(C) Comparison of world nutrition problems needs a place in the curriculum.

Goal (Strand): 4

Understand diverse human cultures, customs, beliefs, and value systems.

Objective: e AR = 78%

Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example Item:

29. In different parts of the world the cow has different uses. It is considered sacred by some people; by others as a beast of burden; by still others as a source of food. What can we correctly assume from this?

8% A. Some countries are more civilized than others.

77% B.* People around the world have different customs and beliefs.

9% C. People in some countries do not know much about nutrition.

5% D. Scientific advances have made the cow less useful to people.

Implications:

(C) Curriculum should emphasize understanding other cultures.

Objective: h AR = 28%

Recognize that social-cultural change is the process by which a society adjusts to new conditions and it may create varying degrees of conflict.

Example Item:

37. Many families today are having fewer children. Which of the following is a likely consequence of this change?

18% A. The quality of education is improving.

27% B.* Many schools are being closed.

10% C. Many hospitals are being closed.

43% D. Our health standards are declining.

Implications:

(I) Cause-effect relationships need emphasis.

Goal (Strand): 5

Understand the history and present state of own and other cultures.

Objective: a AR = 30%

Know the basic historical facts related to the development of the United States and other civilizations.

Example Item:

31. What area of the world was the birth place of the religions of Judaism, Christianity, and Islam?

17% A. Western Europe 53% B.* the Middle East

19% C. India 10% D. Northern Africa

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Objective: d AR = 33%

Understand changes in racial/ethnic relations.

Example Item:

39. Because of recent trends in immigration, the second most widely spoken language in the U.S. today is:

9% A. Arabic 21% B. French

12% C. Vietnamese 56% D.* Spanish

Objective: e AR = 73%

Understand changes in female and male roles.

Example Item:

38. What is the major reason that more women are working outside of the home today?

10% A. They are bored with housework.

72% B.* They need to increase the family income.

8% C. They are required to work by law.

7% D. They are needed to take the place of men.

Objective: f AR = 42%

Understand changes in family, work, and population patterns.

Example Item:

42. Which of the following statements is true about the United States during the early 1800's?

19% A. Most people lived in urban areas.

41% B.* Whole families, including children, often worked in factories.

24% C. The South was primarily industrial.

13% D. Eight-hour workdays were common for the average employee.

Objective: g AR = 61%

Understand persistent social problems.

Example Item:

41. Which statement below is most accurate about racism in the United States today?

12% A. There is racism only in those parts of the United States where groups such as the Ku Klux Klan exist.

12% B. There is racism in the United States only where Black people are an economic threat.

14% C. Because of the civil rights movement, there is no racism in the United States today.

61% D.* Racism still exists in many parts of the United States today.

Goal (Strand): 6

Understand economics and economic systems.

Objective: a AR = 19%

Understand basic economic concepts.

Example Item:

43. In the economy, what does "inflation" mean?

9% A. a decline in the salaries of workers

51% B.* a decline in the purchasing power of the dollar

25% C. an increase in the purchasing power of the dollar

13% D. an increase in the amount of goods produced

Implications:

(C) Economic concepts deserve more attention in the curriculum.

Objective: c AR = 54%

Understand the basic functions of any economy.

Example Item:

45. Why are automobile companies making cars that get more miles per gallon?

20% A. There is more profit per can.

12% B. They are cheaper to build.

12% C. The expense of labor is increasing.

53% D.* There is a limited supply of gasoline and oil.

Objective: d AR = 35%

Understand the relationships between the factors of production--land, labor, and capital.

Example Item:

47. What do people exchange for labor?

9% A. savings 18% B. luxuries

61% C.* wages 9% D. land

Objective: f AR = 29%

Understand the relationship of government to the economy.

Example Item:

49. What one kind of tax supplies most of the money to run the federal government?

7%	A.	gasoline tax	62%	B.*	income tax
15%	C.	property tax	13%	D.	sales tax

Implications:

(I) Give students careful, clear, help in differentiating among the types of taxes.

Objective: g AR = 64%

Understand how savings and investments facilitate economic growth and change.

Example Item:

50. Mortage companies help our economy grow by lending money so that people can buy:

8%	A.	cars.	63%	B.*	houses.
10%	C.	home furnishings.	17%	D.	stocks and bonds.

Objective: i AR = 28%

Understand factors that influence economic behavior.

Example Item:

52. What happens when the price of oil goes up?

9%	A.	Labor is cheaper.	70%	B.*	Products cost more.
13%	C.	More cars are produced.	5%	D.	More jobs are created.

Objective: 1 AR = 12%

Understand factors that influence consumer behavior.

Example Item:

54. An ad in a newspaper gives a price for a radio. When you get to the store, the salesperson tries to sell you a more expensive item by telling you the one that was advertised is not very good. This tactic is called:

12% A. good salesmanship. 63% B.* bait and switch.

14% C. positive advertising. 9% D. card stacking.

Goal (Strand): 7

Understand how to be an effective producer and consumer of goods and services.

Objective: a AR = 39%

Recognize the influence of external factors upon the process of making informed consumer decisions.

Example Item:

55. Consumers often purchase products in stores where the prices are higher than prices for similar products in other stores. Which of the following is NOT a reasonable explanation for this behavior?

17% A. Consumers may not be aware of the prices in other stores.

38% B.* Consumers generally do not care about how much money they spend.

23% C. The stores with higher prices may provide a greater variety of products from which to select.

17% D. The stores with higher prices are probably closer to the homes of the consumers.

Objective: f AR = 61%

Identify various ways in which members of a household unit must know and use mathematics to make sound consumer decisions.

Example Item:

56. Package A is larger than Package B of the same food product. Based on the size of the packages alone, which one of the follwoing statements is most accurate?

20% A. Package A has more food.

11% B. Package B has more food.

60% C.* The amount of food can't always be determined from the package size alone.

6% D. The smaller package is a better product.

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Objective: g AR = 52%

Recognize the relationship between the protection of consumer rights at various levels of government, and the exercise of individual responsibility by both consumers and providers of goods and services.

Example Item:

25. A man came to your home and said he was from the town's housing inspection agency. He showed you his identification card and asked to inspect your furnace. About a week later, you received a call saying your furnace did not meet the town's building code. The caller told you to contact a certain company to make the needed repairs at your expense. What would be the BEST action for you to take first?

11% A. Call the furnace company that the inspector recommended.

51% B.* Call the town's housing inspection agency to see if the man is an authorized inspector.

24% C. Contact the County Court to find out about your rights in this case.

12% D. Ask the Better Business Bureau to give you a list of good furnace repair companies.

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Objective: i AR = 53%

Analyze the relationship between consumer decisions on diet and health care.

Example Item:

57. The Palmer family recently arrived in Detroit. They would like to find out about the health care services available in this city. Which of the following sources can provide complete, accurate information about health care services in the city?

6% A. a local drugstore
75% B.* the public health department
11% C. the welfare department
6% D. a neighbor or friend

Goal (Strand): 8

Understand people and the environment, regions and the spatial organization of society.

Objective: b AR = 20%

Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example Item:

59. Which of the following is a RENEWABLE natural resource?

14% A. Coal
30% B. Copper
16% C. Petroleum
37% D.* Wood

- - - - - - - - - - - - -

Objective: c AR = 29%

Understand relationships between the location of human activities and the natural environment.

Example Item:

70. In which geographic locale have people tended to build towns and cities.

28% A.* along rivers especially where they join larger bodies of water
14% B. in plains areas, especially in hot climates
19% C. in the mid-latitude plateau areas
34% D. wherever the climate and soils permitted

Implications

(I) Teachers need to provide more examples and discussion which shows the relationship between human activities and the natural environment.

Objective: j AR = 37%

Understand effects of the worldwide limitations of nonrenewable resources.

Example Item:

61. The location of non-renewable resources throughout the world has which of the following effects?

17% A. it makes nations self-sufficient

21% B. it restricts the trade between nations

52% C.* it makes nations dependent upon each other

7% D. it leads to the formation of new nations

Implications:

(C) More attention needed in geography.

Objective: l AR = 34%

Locate important natural features, cities, and nations.

Example Item: (Directions: Use Map 1 of the Western Hemisphere on the next page to answer the following question.)

65. If you were to travel by land from Mexico to Alaska, which of the following areas would you travel through?

14% A. Mainland United States only

10% B. Canada only

60% C.* Mainland United States and Canada

13% D. Mainland United States and Guatemala

Implications:

(I) Students need constant practice in locating places on maps.

Map 1

Western Hemisphere
of the World

Objective: m AR = 48%

Understand environmental problems and possible solutions to those problems.

Example Item:

69. Which of the following is not a way of reducing pollution in the air?

11% A. The government can set limits on how much pollution factories and utilities can give off.

21% B. With "scrubbing" methods, modern industries can clean up the smog.

17% C. Companies can use the kinds of energy which do not pollute the air, such as solar power or wind.

47% D.* Industries can send out smog only at night.

Goal (Strand): 9

Know the main structure and functions of government.

Objective: b AR = 58%

Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.

Example Item:

15. Which one of the following rights is provided for each citizen in the United States Constitution?

16% A. the right to have a good job

10% B. the right to go to college when a person is old enough

66% C.* the right to go to any church a person wants to attend

6% D. the right to have enough money to buy a nice house

Objective: f AR = 28%

Understand the organization and function of the executive, legislative, and judicial branches and independent regulatory agencies of the federal government.

Example Item:

1. Which branch of government has the major responsibility for writing and passing laws?

   15% A. executive branch 49% B.* legislative branch

   18% C. judicial branch 17% D. all branches

Implications:

(C) Curriculum should be focused on concepts, as distinguished from particular points.

(I) Differentiate with students examples of the basic principle of separation of powers from frequently occurring overlap in powers.

(S) Teachers need background in government and U.S. history.

- - - - - - - - - - - -

Objective: m AR = 26%

Understand the limits on decision-making powers of the government.

Example Item:

16. The President has decided to delcare war and send U.S. armed forces against a foreign country.

    Who must approve this action for it to be legal?

    16% A. the Supreme Court 45% B.* Congress

    25% C. The United Nations 11% D. Joint Chiefs of Staff

Implications:

(C) The "check-and-balance" system is a fundamental principal of the American government.

- - - - - - - - - - -

Objective: r AR = 42%

Understand the role of political parties.

Example Item:

12. Why is it good that we usually have at least two candidates for each office in an election?

6% A. so more people can held office

10% B. so elections can be honest

78% C.* so people can have a choice

5% D. so we can reduce the costs of elections

- - - - - - - - - - - - -

Objective: u AR = 65%

Associate governmental actions with the appropriate level of government.

Example Item:

4. Which level of government has the power to tax?

9% A. national 35% B. state 53% C.* both

Implications:

(I) More specific examples of what each level of government can do are needed.

- - - - - - - - - - - - -

Objective: v AR = 36%

Understand the role of interest groups.

Example Item:

8. Lobbyists are sometimes called "The Third House" because they:

36% A.* strongly influence law-making.

17% B. are registered with the government.

15% C. are provided for in our Constitution.

32% D. help run the government for the benefit of all.

Implications:

(S) Teachers' unions lobby. It could be that teachers aren't just sure of the "role of interest groups" themselves and hence can't clarify for students.

(C) Include the whole process of legislative decision making and the role of interest groups, as well as thr chronology of passing a law.

(I) Classrooms should give attention to role of political parties.

- - - - - - - - - - - - -

Objecitve: w AR = 48%

Understand nomination procedures.

Example Item:

7. What is the main purpose of a national political convention?

20% A. to plan the presidential campaign

18% B. to raise money for the campaign

48% C.* to formally nominate a candidate for the presidency

13% D. to elect a president and a vice-president

Implications:

(C) Include a critique of the nominating process.

(C) Students need to work on the whole nomination process, not just the convention.

- - - - - - - - - - - - -

Objective: x AR = 23%

Understand how, when and with what qualifications public officials are elected, appointed, or nominated.

Example Item:

11. How many congressmen does each state have in the United States House of Representatives?

14% A. 1

27% B. 2

14% C. 3

44% D.* It varies with the population of the state.

Implications:

(I) Students need practice in figuring out the number of congressmen a state has been allocated.

- - - - - - - - - - - - -

Objective: z AR = 65%

Understand registration and voting procedures.

Example Item:

9. In order to vote in a national election, you must meet all the following requirements EXCEPT:

11% A. be 18 years of age or older

13% B. be a U.S. citizen

65% C.* be able to read the ballot

10% D. be registered to vote

Implications:

(S) Teachers and others need to come to grips with the content of what elementary students learn to read.

Goal (Strand): 10

Understand the organization of human sociaties.

Objective: c AR = 51%

Understand why human beings form institutions and groups.

Example Item:

72. What is the name of the international organization extablished after the Second World War for the maintenance of world peace?

49% A.* The United Nations

19% B. The League of Nations

15% C. The Commonwealth of Nations

13% D. The International Labor Organization

Objective: g AR = 57%

Understand types of conflicts between groups and ways conflicts are resolved.

Example Item:

71. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the BEST solution to this problem?

8% A. Make one group leave the island.

28% B. Divide the island and make each group live in its own part of the island.

55% C.* Choose people from both groups to write laws that will protect everyone's rights.

5% D. Let the group that is biggest decide everything for all of them.

Implications:

(I) Conflict resolution activities needed.

Goal (Strand): 1

Gather, analyze, synthesize, and present information.

Objective: c AR = 12%

Choose appropriate sources for information desired.

Example Item:

75. You want to write a paper about the facts that led to the purchase of Alaska by the United States from Russia. Which of the following places can you write to for the MOST complete information?

11% A. The New York Times

45% B. Library of Congress

14% C. National Broadcasting Company (NBC)

25% D. The National Archives

- - - - - - - - - - - - -

Objective: h AR = 24%

Evaluate the quality of information.

Example Item:

83. A reporter from the U.S. filed this report after his visit to a south sea island:

> The people who live on the island I visited are generally backward and uncivilized. There are few of the conveniences which people living in more advanced countries have, but this is to be expected since few of the individuals I met were hard workers.

What has the reporter done?

44% A.* Judged one group on the basis of the values held by another group.

23% B. Nothing since he reported things just as he saw them.

17% C. Filed an inaccurate report.

11% D. Wrote only what he thought his readers wanted to read.

Implications:

(I) Provide students with more practice in evaluating inept material.

Objective: k AR = 52%

Formulate and test generalizations, predictions, and hypotheses based on appropriate information.

Example Item:

73. Relationship Between Educational Level and Amount of Political Activity

	Very Active	Fairly Active	Fairly Inactive	Very Inactive
College Education	28%	30%	30%	12%
High School Education	9%	17%	40%	34%
Grade School Education	5%	11%	33%	51%

Based on the information in the table above, which of the following can you correctly conclude?

12% A. The more education people have, the less politically active they are.

50% B.* The more education people have, the more politically active they are.

17% C. The less education people have, the more politically active they are.

17% D. There is no relationship between level of education and amount of political activity.

Implications:

(I) At times "telling" students should be replaced by having them figure things out for themselves. Ask students to collect their own data, make a chart, interpret, etc. and draw conclusions.

(I) Teachers often view teaching as "presenting material," "telling," asking for "right answers." They need to learn to do more in helping students figure things out. Teachers should share activities they have developed. Teachers need to realize necessity of going beyond knowledge.

- - - - - - - - - - - - -

Objective: 1

Draw conclusions.

Example Item:

86. Astronauts wear spacesuits in order to travel in space. The suits keep them alive in airless space. Each one is equipped with a portable life support system, maintains a constant pressure on the body, and protects its wearer from heat and cold, as well as ultraviolet and cosmic rays.

This information will lead us to conclude that humans:

15% A. wear spacesuits so they can move about in space.

16% B. need a continuous supply of oxygen except when in a spacesuit.

56% C.* have certain needs which must be met if they are to survive in space.

7% D. are able to survive without meeting certain needs if they remain on Earth.

Implications:

(S) Teachers need to learn how to assess drawing conclusions.

(I) The knowledge we offer in schools is too often considered "certain." Opportunities need to be provided for students to conclude that "there are things we don't know".

(I) Encourage students to practice in activities focused on drawing conclusions.

Goal (Strand): 2

Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

Objective: a AR = 40%

Presents own ideas.

Example Item:

76. John went to China with his dad who was on a business trip. When John returned, he was asked by his teacher to tell about his China experience.

What would be the BEST method for him to use?

9% A. Find an interesting article about China to read to the class.

10% B. Bring in a Chinese or Chinese-American to speak to the class.

38% C.* Make a scrapbook and slide show from his souvenirs and pictures of the trip.

38% D. Share with the class the things he enjoyed most in China.

- - - - - - - - - - -

Objective: c AR = 55%

Listen and respond appropriately.

Example Item:

84. For several years you have been interested in World War II. You have read many books on the topic. A classmate of yours is giving a report about the bombing of Hiroshima during World War II. During the report, the student makes several statements with which you disagree. What should you do?

53% A.* Express your views to the class after the report is completed.

14% B. Interrupt the report and express your views immediately.

17% C. Tell your views privately to your classmate after class.

10% D. Keep your opinion to yourself since it may get you in trouble.

Implications:

(I) Teachers can support students' efforts to speak up in disagreement as well as in amplification.

Goal (Strand): 3

Make decisions.

Objective: b AR = 39%

Analyze the problem.

Example Item:

80. A school has trash on its school grounds and many students have complained about it. A student committee has been asked to help the school solve the problem. Which of the following is most important for the committee to know before they can solve the problem?

11% A. How can the committee convince the school to hire a new janitor?

38% B.* What are the sources of the litter?

20% C. How many trash cans are available in the school?

27% D. How can someone caught littering be taught to be more responsible?

Implications:

(I) Both the formal and informal curriculum matter. Students' responses are likely to reflect their experiences in solving school problems. The formal and informal curriculum ought to be consistent.

- - - - - - - - - - - -

Objective: d AR = 54%

Project long and short-term consequences of alternative courses of action.

Example Item:

A committee has been appointed by the City Council to work on the problem of what to do about a large factory and its effect on the community. The factory is polluting the river and as a result, many of the river's fish have died. Which of the following questions need to be answered before the committee makes its recommendations?

79. If the City Council required the factory to install a water pollution control system, is the factory likely to shut down?

54% A.* Needs to be answered.

28% B. Does not need to be answered.

Implications:

(S) Teachers often focus upon acquiring knowledge rather than on using it. They need to see the importance of the latter and even that it encourages growth of knowledge.

(I) Students need more opportunity to practice the steps in the process of decision making. Work up case studies from current newspapers or other sources.

- - - - - - - - - - - - -

Objective: h AR = 59%

Reevaluate and reformulate the process if goals are not met or new information is introduced.

Example Item:

87. This year at the high school very few students are participating in school activities. Few students are attending football or basketball games, and few students have joined clubs. The students seem to take little pride in their school.

Which one of the following actions should the school's student council take first?

15% A. The council should select an activity it feels the students would like and begin planning that activity.

16% B. The council should seek the advice of the principal and take whatever action he or she suggests.

56% C.* The council should survey the students to see what they think needs to be done and then make plans for action based on that information.

7% D. The council should seriously consider whether the members have the time or interest to deal with the problem.

Implications:

(C) School practice and what is endorsed in social studies classrooms ought to go together.

Objective: i AR = 62%

Develop strategies to carry out the approach.

Example Item:

81. You and your neighbor oppose the construction of a large shopping center across the street from your houses. Which of the following is the MOST effective action to take?

16% A. Picket the construction site.

13% B. Plan to boycott the center after its completion.

59% C.* Express your views to the local government zoning agency.

6% D. Send threatening letters to the construction company's president.

Implications:

(S) Teachers need a background in local government and a feeling of efficacy.

APPENDIX

1983-84 SOCIAL STUDIES EDUCATION ASSESSMENT

Fact Sheet

1. WHAT IS THE SOCIAL STUDIES ASSESSMENT?

The Social Studies Assessment is an objective-referenced test to measure student performance on the Michigan Department of Education Essential Performance Objectives for Social Studies.

2. WHAT IS THE PURPOSE OF THE SOCIAL STUDIES ASSESSMENT PROJECT?

The purpose of the test is to collect statewide sample data on how well are public school students in Michigan are doing on a selected set of objectives in the area of Social Studies.

3. WHAT KIND OF TESTS WERE USED?

The tests used were objective-referenced items measuring a subset of the Essential Performance Objectives for Social Studies. Multiple choice items were developed to measure the selected objectives. One test booklet was used at each grade level tested (4th, 7th, & 10th).

4. WHO DEVELOPED THE TESTS?

The tests were developed by social studies educators from throughout the State. They represented elementary, middle, and secondary school levels as well as higher education.

5. WHO WAS TESTED?

A statistical sample of schools were selected for this testing. Twelve (12) elementary schools were tested at the 4th grade level, Twelve (12) middle (junior high) schools tested their 7th grade students, and six (6) high schools tested their 10th grade students. The schools selected for testing provided a representative coverage of the various geographic areas of Michigan as well as community type (urban, rural, suburban) within the geographic areas.

6. WHEN WERE THE STUDENTS TESTED?

The students were tested during the Fall of the 1983-84 school year as part of the regular Michigan Educational Assessment Program (MEAP) testing period (September 12 - October 7, 1983).

7. HOW WERE THE TESTS SCORED? & 8. WHO SCORED THE TESTS?

Since the tests consisted of paper-and-pencil multiple choice type items, they were machine scored and reported by the MEAP testing contractor Westinghouse Information Services of Iowa City, Iowa.

9. HOW TO GET MORE INFORMATION?

To get more information about the Essential Performance Objectives for Social Studies, contact:

Dr. John Chapman
Instructional Specialist Program
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
Telephone: (517) 373-1484

To get additional information about the tests or test items, contact:

Mrs. Geraldine Coleman
Michigan Educational Assessment Program
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
Telephone: (517) 373-8393

List of Districts Tested

Grade 4

Dist #	District Name	Sch #	School Name
50-160	Mt. Clemens Comm Schs	3438	Selfridge Elem Sch
82-010	Detroit City Sch Dist	2458	McColl Elem Sch
09-010	Bay City Sch Dist	2213	Lincoln Elem Sch
41-010	Grand Rapids City S/D	2021	Kent Hills Sch
50-230	Warren Consolidated Schs	2372	Black Elem Sch
63-200	Farmington Pub Sch Dist	2132	Larkshire Elem Sch
03-020	Otsego Pub Schs	2864	Allegan Elem Sch
41-026	Wyoming Pub Schs	2959	Parkview Elem Sch
03-070	Hopkins Pub Schs	6025	Sycamore Elem Sch
41-050	Caledonia Comm Schs	0492	Caledonia Elem Sch
02-070	Munising Pub Schs	0597	Central Elem Sch
37-040	Beal City Schs	5862	Beal City Elem Sch

Grade 7

63-030	Pontiac City Sch Dist	1904	Jefferson Jr High Sch
82-010	Detroit City Sch Dist	3737	Goodale Middle Sch
13-010	Albion Pub Schs	4366	Washington Gardner Sch
61-010	Muskegon City Sch Dist	4345	Walter B Steele Jr High
50-040	Anchor Bay Sch Dist	0088	Anchor Bay Jr High
63-230	Lake Orion Comm Schs	2086	Lake Orion Jr High East
11-200	New Buffalo Area Schs	2677	New Buffalo Jr/Sr High
42-026	Wyoming Pub Schs	2695	Newhall Jr. High Sch
08-050	Thornapple Kellogg Schs	5806	Thornapple Kellogg Middle
46-220	Onsted Comm Schs	6358	Onsted Middle Sch
05-040	Bellaire Pub Sch	0261	Bellaire Pub High Sch
49-010	St Ignace Area Schs	4977	Bertrand Elem Sch

Grade 10

63-030	Pontiac City Sch Dist	2756	Northern High Sch
11-010	Benton Harbor Area Schs	0286	Benton Harbor High Sch
50-030	Roseville Comm Schs	3295	Roseville High Sch
08-030	Hastings Area Sch Dist	5882	Hastings High Sch
03-080	Saugatuck Pub Schs	3409	Saugatuck High Sch
02-070	Munising Pub Schs	1928	Munising High Sch

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Grade Four

Ms. Nancy Stoneking, Utica Community Schools - Synthesizer/Recorder
Ms. Mary Cowell, Grass Lake Community Schools
Ms. Ethel Brown, Grand Rapids Public Schools
Ms. Jane Boerkel, Grand Rapids Public Schools
Ms. Linda Treahearne, Kalamazoo Public Schools
Ms. Margaret Schafer - Essexville (Bay City)

Grade Seven

Mr. Ronald Sartor, Warren Consolidated Schools - Synthesizer/Recorder
Dr. Louise Frazier, Detroit Public Schools
Ms. Vicki Dee Weiss, Grand Blanc Community Schools
Ms. Erica Joerke, Saginaw Public Schools
Dr. Grace Kachaturoff, University of Michigan-Dearborn
Dr. Joseph Snider, Saginaw Valley State College
Dr. Robert Meadows, Saginaw Valley State College
Ms. Susan Lubka - Saginaw Public Schools

Grade Ten

Dr. Jean Fair, Professor Emeritus, Wayne State University - Synthesizer/Recorder
Ms. Jeannine Lemeaux, Essexville Hampton School District
Dr. Ruth Moorman, Willow Run Community Schools
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Michigan Department of Education Staff

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Geraldine Coleman, Michigan Educational Assessment Program
Sharif Shakrani, Michigan Educational Assessment Program

Grade 4
Social Studies Test Number 35
Item and Objective Match and Answer Key

Item Number	Objective Code	Correct Response	Percent Correct
SKILLS			
1	S-1c	B	74
2	S-1c	C	41
3	S-1c	C	45
4	S-3c	B	28
5	S-3c	A	46
6	S-2a	D	76
7	S-2a	A	54
8	S-1b	D	78
9	S-1b	A	59
10	S-2c	C	61
11	S-2c	B	66
12	S-3b	D	29
13	S-1f	B	44
14	S-1f	C	74
KNOWLEDGE			
15	K-9	A	69
16	K-9	A	79
17	K-9	A	70
18	K-8d	B	83
19	K-8d	A	75
20	K-8d	B	77
21	K-8d	C	83
22	K-3e	D	77
23	K-3e	C	88
24	K-3e	B	87
25	K-5f	D	86
26	K-5f	B	85
27	K-8b	C	77
28	K-8b	B	49
29	K-8b	C	43
30	K-4f	B	46
31	K-4b	D	70
32	K-4d	B	76
33	K-4a	B	58
34	K-4a	C	69
35	K-5a	C	72
36	K-5a	D	69
37	K-4c	C	64
38	K-4c	A	73
39	K-6d	A	75
40	K-6d	A	65
41	K-6d	B	87
42	K-6d	A	59
43	K-6a	B	75
44	K-6a	A	77
45	K-2a	A	58
46	K-2a	C	80
47	K-2a	D	53
48	K-[illegible]d	B	44
49	K-1a	C	78
50	K-1a	B	30
51	K-1a	A	75
52	K-1a	A	83
53	K-1a	A	76
54	K-2b	A	83
55	K-2b	A	85
56	K-2c	A	72
57	K-2c	B	75
ATTITUDE			
58	A-3f	B	78
59	A-3f	B	89
60	A-3f	A	78
61	A-3f	B	67
62	A-3e	A	60
63	A-3e	A	65
64	A-3e	A	79
65	A-2d	B	75
66	A-2d	C	85
67	A-3c	B	69
68	A-3c	B	71
69	A-5a	D	85
70	A-5a	C	56

Grade 7
Social Studies Test Number 65
Item and Objective Match and Answer Key

Item Number	Objective Code	Correct Response	Percent Correct
ATTITUDE			
1	A-3f	B	93
2	A-3f	B	99
3	A-3f	A	95
4	A-3f	B	91
5	A-3e	A	77
6	A-3e	A	79
7	A-3e	A	90
8	A-2d	B	91
9	A-2d	C	94
10	A-2c	A	71
11	A-2c	C	77
12	A-4b	D	20
13	A-4b	B	76
14	A-5e	C	75
15	A-4a	C	59
16	A-4c	D	64
17	A-5b	D	79
18	A-1a	A	63
19	A-1a	C	80
20	A-1a	C	70
SKILLS			
21	S-1b	C	84
22	S-1b	B	48
23	S-3c	D	81
24	S-3c	A	74
25	S-1m	A	49
26	S-1m	D	74
27	S-1m	C	56
28	S-1l	B	50
29	S-1e	D	33
30	S-2c	D	64
31	S-1d	B	86
32	S-1d	D	62
33	S-1f	C	80
34	S-1f	D	78
35	S-1f	D	59
36	S-1f	A	52
37	S-3h	D	65
38	S-2a	C	45
39	S-1n	D	65
40	S-1n	C	40
41	S-1c	A	89
42	S-1c	B	83
43	S-1c	B	38
44	S-3b	B	61
45	S-1k	B	59
46	S-1k	D	56
47	S-1a	C	68
48	S-1a	D	59
KNOWLEDGE			
49	K-10d	C	86
50	K-10d	D	68
51	K-10d	A	71
52	K-10d	D	67
53	K-10d	B	56
54	K-10d	D	38
55	K-8c	C	24
56	K-8c	B	41
57	K-81	A	48
58	K-81	A	57
59	K-81	C	47
60	K-81	C	75
KNOWLEDGE			
61	K-81	D	71
62	K-81	C	51
63	K-81	D	44
64	K-4b	B	59
65	K-4c	A	44
66	K-4h	B	74
67	K-4h	D	72
68	K-6f	A	45
69	K-3d	D	66
70	K-3c	D	75
71	K-8b	C	53
72	K-8b	A	59
73	K-2a	A	39
74	K-2a	A	18
75	K-5a	B	41
76	K-10f	D	58
77	K-10c	B	74
78	K-10c	C	75
79	K-10c	B	72
80	K-9a	D	37
81	K-1b	A	30
82	K-1b	B	43
83	K-1f	A	59
84	K-3a	B	37
85	K-2b	A	79
86	K-2b	A	86
87	K-2c	A	66
88	K-2c	B	75
89	K-1a	A	82
90	K-1a	A	88
91	K-1a	A	77
92	K-1a	D	48
93	K-5c	C	33
94	K-5e	B	61
95	K-6a	D	48
96	K-6a	B	50
97	K-6c	B	58
98	K-7c	C	57
99	K-7c	C	42
100	K-7d	A	17

Grade 10
Social Studies Test Number 95
Item and Objective Match and Answer Key

Item Number	Objective Code	Correct Response	Percent Correct
KNOWLEDGE			
1	K-9f	B	49
2	K-9f	A	30
3	K-9f	C	39
4	K-9u	C	53
5	K-9u	A	69
6	K-9u	B	64
7	K-9w	C	48
8	K-9v	A	36
9	K-9z	C	65
10	K-9x	B	42
11	K-9x	D	44
12	K-9r	C	78
13	K-9r	B	47
14	K-9b	D	79
15	K-9b	C	66
16	K-9m	B	46
17	K-9m	C	43
18	K-1a	B	47
19	K-1a	D	67
20	K-1b	C	45
21	K-1c	B	51
22	K-2a	A	47
23	K-2l	C	58
24	K-2j	C	51
25	K-7g	B	51
26	K-3a	C	60
27	K-3a	B	57
28	K-3f	D	38
29	K-4e	B	77
30	K-3d	D	61
31	K-5a	B	53
32	K-5a	D	37
33	K-5a	D	34
34	K-5a	A	50
35	K-5a	A	47
36	K-5a	B	47
37	K-4h	B	27
38	K-5e	B	72
KNOWLEDGE			
39	K-5d	D	56
40	K-5d	C	49
41	K-5g	D	61
42	K-5f	B	41
43	K-5f	B	41
44	K-6a	C	26
45	K-6c	D	53
46	K-6d	D	46
47	K-6c	C	61
48	K-6f	A	41
49	K-6f	B	62
50	K-6g	D	63
51	K-6i	A	33
52	K-6i	B	70
53	K-6l	C	22
54	K-6l	B	63
55	K-7a	B	38
56	K-7f	C	60
57	K-7i	B	75
58	K-7i	D	59
59	K-7i	D	59
60	K-8b	A	35
61	K-8j	C	52
62	K-8j	A	56
63	K-8l	C	38
64	K-8l	D	37
65	K-8l	C	60
66	K-8l	B	41
67	K-8l	C	54
68	K-8l	A	47
69	K-8m	D	47
70	K-8c	A	28
71	K-10g	C	55
72	K-10c	A	49
SKILLS			
73	S-1k	B	50
74	S-1c	D	21
75	S-1c	B	45
76	S-2a	C	38
77	S-3d	A	64
78	S-3d	B	36
79	S-3d	A	54
80	S-3b	B	38
81	S-3i	C	59
82	S-1h	A	43
83	S-1h	A	44
84	S-2c	A	53
85	S-1l	A	49
86	S-1l	C	56
87	S-3h	C	56
ATTITUDE			
88	A-5d	C	60
89	A-5d	C	61
90	A-5d	C	48
91	A-4a	B	58
92	A-4c	A	29
93	A-4b	A	31
94	A-3e	B	36
95	A-2b	A/B	70
96	A-2b	A/B	80
97	A-2b	A/B	61
98	A-5e	C/D	71
99	A-5e	A/B	73
100	A-5e	A/B	81

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